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ABSTRACT

These Louisiana state social studies model lessons, developed and written with the assumption that the lessons would be presented by teachers who are certified in the content areas, are designed to be student driven instruction, is inquiry- and performance-based, and assessment is meaningful and authentic. The lessons focus on understanding concepts, not on memorizing rules and procedures. Although activities, questions, and evaluation instruments are included in the plans, teachers are encouraged to individualize the lessons to best suit their teaching styles and the learning styles of their students. Each lesson includes: a heading that identifies the content area, strand, and grade level of the lesson; the benchmark(s) to be covered, specifically referenced by number; lay concepts with links to specific pages in the "Teachers' Guide to Statewide Assessment"; the duration of the lesson; purpose/introduction of the lesson; objectives of the lesson that are related to the given benchmark(s); prior knowledge or pre-requisites expected of the child; materials and/or resource needed for the lesson; teacher preparation notes on content or on lesson particulars; activities and specific procedure that make up the body of the lesson with clear step-by-step instructions and closure for each day's instruction; assessment lessons include, but are not limited to, 2-3 LEAP 21 style multiple-choice items and 1 LEAP 21 style constructed response item; and reference links to enrich and extend the lesson. The disciplines illustrated in the lessons for grades four and eight are civics, economics, geography, and U.S. history. (BT)

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ED 479 230

Model Lessons for Social Studies

Grades 4 & 8

Louisiana Department of Education
Cecil J. Picard
State Superintendent of Education
May 2002

SO 035 163

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reaching for results

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Introduction

Overview

The regulations for remedial education programs approved by the State Board of Elementary and Secondary Education are an addendum to *Bulletin 1566: Guidelines for Pupil Progression*, Board Policy 4.01.90 (Revised April 2001). The regulations provide for the development of local remedial education programs by local education agencies. Bulletin 1566 is authorized by R.S. 17:24.4, which provides that "those students who fail to meet required proficiency levels on the State administered criterion-referenced tests of the Louisiana Educational Assessment Program shall receive remedial education programs that comply with regulations adopted by the State Board of Elementary and Secondary Education" (p. 20).

As part of its ongoing commitment to improving the academic performance of Louisiana's children and assisting students to overcome their educational deficits identified as a result of the State's High Stakes Testing policy, the Board of Elementary and Secondary Education included in Bulletin 1566 Section IV: *Regulations for the Implementation of the Remedial Education Programs Related to the LEAP/CRT Program.*

This document is a result of Section IV of the Bulletin. Two of the entries beneath the heading "Purpose" are as follows:

- Beginning in the fall of 2000, remediation shall be provided to students who score at the "Unsatisfactory" level on LEAP 21 science and social studies tests.
- Beginning in the fall of 2000, remediation is recommended for students who score at the "Approaching Basic" level on LEAP 21 English Language arts, mathematics, science, or social studies tests (Bulletin 1566, Revised April 2001, p. 21).

The *Spring 2001 LEAP 21 Criterion-Referenced Test, State/District/School Achievement Level Summary Report,* *Percentage of Students at Each Achievement Level* for grades 4 and 8, provides the following information:

- Statewide results of the Grade 4 Science Test: 34% scored *"Approaching Basic,"* 15% scored *"Unsatisfactory."*
- Statewide results of the Grade 4 Social Studies Test: 23% scored *"Approaching Basic,"* 21% scored *"Unsatisfactory."*
- Statewide results of the Grade 8 Science Test: 27% scored *"Approaching Basic,"* 23% scored *"Unsatisfactory."*
- Statewide Results of the Grade 8 Social Studies Test: 24% scored *"Approaching Basic,"* 22% scored *"Unsatisfactory"*(http://www.lcet.doe.state.la.us/DOE/OSSP/testresults).

Put simply, approximately one-half of Louisiana's schoolchildren did not pass the Science and Social Studies portions of LEAP 21. In an effort to increase the students' chances for success, the Department of Education has designed *Model Lessons for Science* and *Model Lessons for Social Studies*, which are collections of just that: model lessons that teach the Content Standards using a variety of instructional strategies and assessment methods. *Model Lessons for Social Studies* contains seventeen lessons in all: two for the social studies strands civics, geography and history with a third Grade 8 economics lesson that deals with budgeting. The Grade 8 history lessons are actually two parts of an in depth unit on the War of 1812 that covers many of the content standards. *Model Lessons for Science* contains sixteen lessons: two each for the 4 "sciences," earth, environmental, life, physical. The benefits of these model lessons are three-fold: they will provide the opportunity for quality instruction that is both inquiry- and performance-based, and they will allow students to become familiar with and practice constructed response assessment items that are similar to LEAP items. Finally, and most important, these lessons are "model lessons" because teachers may use them as resources to help them plan subsequent lessons. Although *Model Lessons* was developed under the auspices of remediating for the LEAP, the developers approached the project focused primarily on intervention rather than on remediation. The consensus is that the quality instruction and meaningful, authentic assessment of Content Standards is the best insurance of success with high stakes testing. Effective teaching alleviates the stress that accompanies the perception of having to "teach to the test."

Using the Lessons

Model Lessons for Science and *Model Lessons for Social Studies* were developed and written with the assumption that the lessons would be presented by teachers who are certified in those content areas. However, each lesson was also developed to be as clear and concise as it is insightful and challenging so that each may be used by novice and experienced teachers alike. In addition, *Model Lessons* specifically targets 4th and 8th grade students, yet the lessons are appropriate for use in other grade levels as well. The lessons themselves are designed to be student driven. Instruction is inquiry- and performance-based; assessment is meaningful and authentic. All lessons focus on understanding concepts, not on memorizing rules and procedures.

Model Lessons for Science and *Model Lessons for Social Studies* include a variety of lessons. While some may be brief, "stand alone" lessons, others may resemble unit plans over a particular Content Standard benchmark and may require more than one class session to complete. Although activities, questions, and evaluation instruments are included in the plans, teachers are encouraged to individualize the lessons to best suit their teaching styles and the learning styles of their students.

Each lesson includes

- A ***heading*** that identifies the content area, strand, and grade level of the lesson.
- The ***benchmark***(s) to be covered, specifically referenced by number.
- ***Key concepts*** with links to specific pages in the *Teachers' Guide to Statewide Assessment.*
- The ***duration*** of the lesson.
- ***Purpose/Introduction*** of the lesson.
- ***Objectives*** of the lesson that are related to the given benchmark(s).
- ***Prior knowledge*** or pre-requisites expected of the child.
- ***Materials*** and/or resources needed for the lesson.

- ***Teacher preparation notes*** on content or on lesson particulars.
- Activities and specific procedures that make up the ***body*** of the lesson. Clear, step-by-step instructions and closure for each day's instruction are provided. Activity sheets used in the lesson are included.
- ***Assessment***: Lessons include, but are not limited to, 2-3 LEAP 21 style multiple-choice items and 1 LEAP 21 style constructed response item.
- ***Reference Links*** to enrich and extend the lesson.

Special Note

Three Grade 8 lessons, **"Political Parties," "The Oregon Country,"** and **"Amazing Africa"** are true model lessons. The author provides teachers with an entire unit overview so that they may see the scope of the unit and the place of the individual lesson that the author provides within that unit. The author models the first lesson; the teacher can develop his or her own comprehensive unit from the overview.

Teachers' Guide to Statewide Assessment

For additional reference material, *Model Lessons for Science* and *Model Lessons for Social Studies* include a "Quick Reference: Teachers' Guide to Statewide Assessment" for science and social studies, respectively. The *Teachers' Guide for Statewide Assessment* provides a wealth of information about Louisiana's Content Standards, including explanation of strands and benchmarks and key concepts. As a LEAP 21 preparation instrument, the *Teachers' Guide* explains the content limits for allowable test items, descriptions of test questions, and sample test questions. Teachers are strongly encouraged to utilize the *Teachers' Guide to Statewide Assessment* as they develop lesson plans. All lessons in *Model Lessons for Science* and *Model Lessons for Social Studies* reference corresponding pages in the *Teachers' Guide*. The "Quick Reference" provides concise instructions for finding and using helpful resource information from the *Teachers' Guide*.

Conclusion

We hope that you find these lessons helpful in covering the state science Content Standards. We have made every attempt to make *Model Lessons for Social Studies* a valuable resource that is teacher friendly. Working together, we can ensure greater academic success, improved quality of life, and a lifelong appreciation of learning for Louisiana's schoolchildren. If you have questions or comments, contact

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Social Studies
Civics
Grade 4
Biography in a Pocket

Lesson Components:

Civics Strand: Grade 4

Benchmarks

C-1A-E4	describing the many ways that citizens can participate in and contribute to their communities and to American society.
C-1D-E5	discussing issues related to citizenship and public service

(See pages E-17 & E-18 Teachers Guide to Statewide Assessment)

Key Concepts

Citizen, citizenship, patriotism, public service, rights and responsibilities

History Strand: Grade 4

Time, Continuity, and Change

H-1A-E1	demonstrating an understanding of the concepts of time and chronology
H-1A-E3	identifying and using primary and secondary historical sources to learn about the past

(See pages E-25 & E-26 Teachers Guide to Statewide Assessment)

Key Concepts

Time and chronology, primary source, secondary source, biography, point of view, continuity and change

Lesson Duration
1 week

Purpose/Introduction

Students present biographies of famous Americans by gathering representative items or pictures and placing them in a "pocket," also representative of the person.

Objectives

1. Identify examples of citizen participation in community. (C-1A-E4)
2. Discuss issues related to citizenship and participation. (C-1D-E5)
3. Demonstrate an understanding of time and change over time. (H-1A-E1)
4. Identify and use primary and secondary historical sources to learn about the past. (H-1A-E3)

Prior Knowledge/Pre-requisites

Basic knowledge of citizenship, time, and primary and secondary sources.

Materials/Resources

- assorted biographies of famous Americans

- art supplies

Body of the Lesson

1. Introduce a biographical character using the "Biography in a Pocket" presentation method (see item 3 below).
2. A team of 4 students selects a biography to read and keeps an ongoing record of pertinent facts and milestones about the character. For peer tutoring, one student reads or uses an assist read technique with the other student.
3. Using information learned about the character, students create a pocket that could be associated with their character. Example: To demonstrate Mary Anna Robertson, Grandma Moses, the teacher wears an apron, a symbol of Grandma Moses's life as a farm housewife. In the apron pocket are placed:

- **a paintbrush,** to symbolize her artist's career
- **embroidery wool,** for her early stitchery projects
- **a blue ribbon,** for her prize-winning preserves
- **an art exhibit notice**
- **a 100th birthday card**
- **a map of New English**, where she lived
- **a photo or painting** showing her community involvement

4. Students work together to list and create between 5 and 7 items which represent milestones, events, etc. of the person's life. These items are placed in the pocket.

- There are 2 required pocket items: a map to show the area(s) in which the character lived and traveled, and something to show the character's demonstration of citizenship at the community, state, or national level.
- Each student is responsible for creating 1 pocket item and the group works collaboratively on the map and any extra items. A peer or cross-age tutor may assist students in developing the materials for the pocket.

5. Students present the pocket and information to classmates. As each item is withdrawn from the pocket, the student explains its significance.

Assessment

See the attached scoring rubric.

Applications Across the Curriculum

- **Art:** preparation of displays
- **Language Arts:** reading, summarizing, and interpreting a biography

Biography in a Pocket Assessment

1. All work turned in on time. yes no

2. Biography Sheet turned in. yes no

3. Introduced the character: gave birth/death dates.
1 2 3 4 5
less than satisfactory outstanding

4. Explained the type of pocket and how it represents the character.
1 2 3 4 5
less than satisfactory outstanding

5. Pocket has 5 items related to the character's life, including a map and an example of the character's civic responsibility.
1 2 3 4 5
less than satisfactory outstanding

6. The significance of each item was explained.
1 2 3 4 5
less than satisfactory outstanding

7. Items represent a broad span in the character's life.
1 2 3 4 5
less than satisfactory outstanding

8. The presentation was fluent.
1 2 3 4 5
less than satisfactory outstanding

9. Artistic impression and neatness.
1 2 3 4 5
less than satisfactory outstanding

Total points:__________________
Grade:_______________

Scoring: O=biography sheet turned in on time, 31-31 points; S+=biography sheet turned in on time, 26-30 points; S=biography sheet turned in on time, 21-25 points; S-=biography sheet missing or late, 17-20 points; U=biography sheet missing or late, 0-16 points.

SOCIAL STUDIES
Civics
Grade 4
It Takes a Village

Lesson Components:

Benchmarks: C-1D-E4 Describing the many ways that citizens can participate in and contribute to their communities and to American society

Key Concepts:
- *public/community service
- *helping the less fortunate or practicing compassion towards others

Lesson Duration: 2 days

Purpose/Introduction: The purpose of this lesson is to help students develop an awareness of how their local community influences their lives. The students will also recognize that they are their own community within their classroom.

Lesson :

Objectives: *TLW define community.
*TLW compare their community with their school's community and find similarities and differences.
*TLW define volunteering.

Materials/Resources:
*Venn Diagram
*Pictures of people working in a community
*"Young Volunteers" article
*Aldo Ice Cream by Johanna Hurwitz

Body of Lesson:

1. Opening: Write the word "community" on the board. Ask students to define the meaning of it. (A community is a group of people living in the same place who help each other meet their basic needs.)
2. Next, have the students discuss the community in which they live. Talk about what makes their community so special. Have them discuss the things they like and dislike about their community.
3. Relate the following: Tell the students that they are their own community within the classroom. Everyone works together to make the classroom a home.
4. In groups of 3 or 4, have students discuss how their classroom is a community. Also, have them compare and contrast their home community to the classroom community using a Venn diagram. Discuss how the two are similar and different.
5. Relate the following: Tell students that although they are young, they can make a difference in their communities. They may not be satisfied with certain things, or they may just want to make something better.
6. Upon completion, have the students list ways they could make a difference in their community. (Look for the response: volunteering)
7. Make sure students understand that volunteering their services does not require being paid for it.
8. Have the students read the following article or read it aloud to them: "Young Volunteers"
9. Upon completion, have the students answer the questions following the article.
10. After the students are finished answering and discussing the questions, allow them time to discuss what they could do to volunteer around school and at home. (Possible answers:

Read to younger students, Help shelve books in library, Help janitors pick up trash, Help an elderly person in neighborhood clean his/her yard, Pick up trash in church yard, etc.)

11. Finally, have students complete the following writing assignment. "Why is your community important to you?"

Bibliography: Communities Harcourt Brace Social Studies. "Young Volunteers". Orlando: Harcourt Brace & Co.

Additional Reading: Aldo Ice Cream by Johanna Hurwitz

Brief Summary: *Aldo starts his ninth summer with modest ambitions, but when Mrs. Sossi asks him to help her deliver Meals on Wheels to the elderly and homebound, Aldo becomes unexpectedly busy. Finding ways to fill their empty days challenges his ingenuity, but the real challenges develops when Aldo decides to buy his sister the ice-cream cake she wants for her birthday.*

Upon completion, ask the following questions:

1. Which elderly person did Aldo like to visit? (Knowledge)
2. Describe how Aldo helped his mom with the Meals on Wheels program? (Comprehension)
3. Have you ever done community service like Also did in the story? Explain. (Application)
4. Compare what Aldo did for his sister to something you have done for your brother or sister? (Analysis)
5. Name other ways Aldo could have raised the needed money? (Synthesis)
6. Predict what other types of programs they will have for the elderly in the future. (Evaluation)

Hurwitz, Johanna. 1981. Aldo Ice Cream. New York: William Morrow and Company

Assessment:

1. Nicki volunteers her time weekly around her neighborhood. Which is **not** a form of volunteering?

   a. Pick up trash in the park
   b. Serve food at the homeless shelter
   c. Cut grass for $5.00
   d. Rake leaves at church

2. At the corner of Chris' street is a vacant lot. Many people in his neighborhood use it to dump unwanted debris. What can Chris do to help his neighborhood?

   a. Throw more trash in it.
   b. Ignore the filthy lot.
   c. Play around the trash.
   d. Clean it up.

3. There are many things a community could do to help bring its neighborhood together. List 3 ways a neighborhood could help its community and explain why each is important.

SOCIAL STUDIES
Economics
Grade 4
Making Decisions About Economics

Lesson Components:

Benchmarks

E-1A-E1	recognizing that limited resources require people to make decisions
E-1A-E2	identifying what is gained and lost when individuals or groups make decisions
E-1A-E3	demonstrating how economic wants affect decisions about using goods and services
E-1A-E4	discussing and determining the process for making economic decisions

Key Concepts

Scarcity (limited resources), wants/needs in economic contexts, choices/decisions, trade-offs, opportunity cost, budget

Lesson Duration

One-two days

Purpose/Introduction

See lesson attached.

Objectives

1. Identify examples of scarcity (limited resources) at the individual or societal level. (E-1A-E1)
2. Demonstrate that limited resources require choices and decisions, or explain what is gained and what is lost in a given choice made by an individual or group. (E-1A-E1)
3. Demonstrate that limited resources require choices and decisions, or explain what is gained and what is lost in a given choice made by an individual or group. (E-1A-E2)
4. Explain how "economic wants" (i.e., desires that can be satisfied by consuming a good or service) affect individual or group decisions about allocating limited resources. (E-1A-E3)

5. Explain or analyze trade-offs (i.e., getting a little more of something in exchange for a little less of something else). (E-1A-E4)
6. Identify what is gained and what is lost (given up) in choosing one of several alternatives (e.g., skating with friends versus bowling with parents). (E-1A-E4)
7. Weigh the factors involved in a choice or decision (e.g., discuss the choices and decisions involved in developing a personal budget). (E-1A-E4)

Prior Knowledge/Pre-requisites

Basic knowledge of spending, goods and services, wants and needs, and decision-making

Materials/Resources

Student notebooks, student LEAP folders

Teacher Preparation

The teacher should have a firm grasp on basic economic principles involved in decision-making, and be able to impart information to students on the impact of scarcity of limited resources on wants and needs, economic trade-offs, opportunity costs, budgeting, and making basic economic decisions.

Body of the Lesson

See lesson attached.

Assessment

See "Evaluation" section of lesson attached.

Lesson 1:

Benchmarks: E-1A-E1, E-1A-E2, E-1A-E3,E-1A-E4

Lesson Outline:

Wants and needs (E-1A-E3)
Scarcity of limited resources and economic decision-making (E-1A-E1)
Economic trade-offs (E-1A-E4)
Opportunity costs—gains and losses (E-1A-E2)
Making economic decisions (E-1A-E4)
Making a personal budget (E-1A-E4)

Objectives:

1. Students will be able to differentiate between wants and needs. (E-1A-E3)
2. Students will be able to explain the impact of scarcity of limited resources on economic decision-making. (E-1A-E1)
3. Students will be able to explain economic trade-offs and gains and losses that occur in the making of economic decisions. (E-1A-E2, E-1A-E4)
4. Students will be able to create a personal budget. (E-1A-E4)

Procedures:

Whole class discussion of economic trade-offs, opportunity costs, making economic decisions, and making a personal budget

Students will be divided into groups of three and will create a personal budget revolving around the spending of an allowance of $5.00 per week involving various scenarios of expenses during a month.

Students will complete a LEAP review handout.

Materials:

Student notebooks, student LEAP folders

Evaluation:

Whole class review of the process involved in making economic decisions

Students will place the following handout in their LEAP folders and answer the questions for homework. They will be discussed in class the following day.

1. Which of the following would be considered a want and **not** a need:

   A. food
   B. clothing
   C. shelter
   D. toys

2. If you decided to spend your allowance of $5.00 per week on a movie, which of the following would you **not** be able to do:

   A. play with your friends during the week
   B. go to two movies during the same week
   C. visit your relatives in a nearby town
   D. rent one movie during the next three weeks

3. If you had $10.00 to spend on a video or computer game that cost $15.00, what would the scarcity be:

   A. the video game
   B. available money
   C. the computer game
   D. time to watch the game

4. Suppose that you had an allowance of $20 each month and had to pay for gifts, movies, and refreshments out of that money. Your parents also expect you to save part of this money for your future needs. Answer the following questions:

   A. Divide your $20 among the following areas:

      Gifts: $_____ Movies: $_____

      Refreshments: $_____ Savings: $_____

   B. In 5 months, you would have received a total of $100 in allowance. Suppose you did not spend any of this money and continued to place the same amount of your allowance in gifts, movies, refreshments, and savings as you did in question A. At the end of the 5 months, how much money would you have placed in each category?

      Gifts: $_____ Movies: $_____

      Refreshments: $_____ Savings: $_____

   C. Looking at your totals in question B, which area would be your largest expense and which would be your smallest expense?
   D. Select one of three categories (gifts, movies, or refreshments). Explain how you could have received more for your money by spending more wisely.

SOCIAL STUDIES
Geography/History
Grade 4
From the Mayflower to the Mall

Lesson Components:

Benchmarks

G-1A-E3	constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems
G-1B-E3	describing how the physical and human characteristics of places change over time
H-1A-E1	demonstrating an understanding of the concepts of time and chronology
H-1A-E2	recognizing that people in different times and places view the world differently
H-1B-E1	describing and comparing family life in the present and the past
H-1C-E1	describing the people, events, and ideas that were significant to the growth and development of our state and nation

Key Concepts

Human characteristics (e.g., clothing, shelter, tools, jobs, modes of travel); time and chronology; timeline; continuity and change; culture; dress, customs; Pilgrims, colonists, settlers

Lesson Duration

Two-three days

Purpose/Introduction

See individual lessons attached.

Objectives

1. Draw, complete, or add features to a map (including such map elements as a title, compass rose, legend, and scale), based on information given in narrative form. (G-1A-E3)
2. Describe how physical and human characteristics (e.g., clothing, jobs, shelter, modes of travel, and tools) have changed since colonial times. (G-1B-E3)

3. Explain physical and human developments in a region since it was first settled, based on given information. (G-1B-E3)
4. Develop or complete a timeline based on information given in a passage. (H-1A-E1)
5. Interpret data presented in a timeline. (H-1A-E1)
6. Discuss historical events in chronological order based on information in a timeline or given text. (H-1A-E1)
7. Describe the past in contrast to the present. (H-1A-E1)
8. Describe family life at a given time in history (e.g., early America) or compare present-day family life with family life in a past time—e.g., homes, jobs, schooling, dress, customs, housekeeping, recreation, transportation, communication, etc. (H-1B-E1)
9. Explain change or continuity over time (e.g., explain how a society has changed over a given period of time based on information in stimulus material). (H-1A-E2)
10. Contrast the viewpoints of people living in an earlier time to the perspective of people today. (H-1A-E2)
11. Identify or describe early settlers in America (e.g., Pilgrims) and early settlers in Louisiana (e.g., French, Spanish, Acadians). (H-1C-E1)

Prior Knowledge/Pre-requisites

Basic knowledge of how to use maps and of English colonization

Materials/Resources

Student textbooks; student notebooks; student folders; wall map of the northeastern part of the United States; blank student desk maps and/or blank map handouts of the Northeast; pictures of Pilgrim clothing, homes, tools, and modes of travel; student LEAP folders

Teacher Preparation

The teacher should be thoroughly familiar with English colonization of the New England area; with the geography of New England; and with all aspects of Pilgrim lives.

Body of the Lesson

See overview of the unit on "The Pilgrim Settlement at Plymouth" and individual lessons on this topic.

Assessment

See "Evaluation" sections of individual lessons.

GRADE 4

THE PILGRIM SETTLEMENT AT PLYMOUTH

Objectives:

1. Students will be able to locate various features concerning the Plymouth colony on a map of the Northeast. (G-1A-E3)
2. Students will be able to explain the development of the Pilgrim colony at Plymouth from the time of its first settlement. (G-1B-E3)
3. Students will be able to discuss historical events concerning the Pilgrims in chronological order using a time line. (H-1A-E1)
4. Students will be able to explain why early settlers came to the United States and how they viewed their opportunities in the New World. (H-1A-E2)
5. Students will be able to discuss the Pilgrim settlement at Plymouth. (H-1C-E1)
6. Students will be able to describe and compare various aspects of Pilgrim family life with family life in the present day. (H-1B-E1)

Content Outline:

Location of New England in the northeastern part of the United States (G-1A-E3)

Founding of the Pilgrim colony in 1620 at Plymouth, Massachusetts (G-1B-E3, H-1A-E1)

  Reasons for its founding (H-1A-E2)
  Life in early Plymouth (H-1C-E1)

Comparison of family life in early Plymouth with life in the United States today (H-1B-E1, H-1C-E1)

Lesson 1:

Benchmarks: G-1A-E3, G-1B-E3, H-1A-E1, H-1A-E2, H-1B-E1, H-1C-E1

Lesson Outline:

Location of New England in the northeastern part of the United States (G-1A-E3)
Founding of the Pilgrim colony in 1620 at Plymouth, Massachusetts (G-1B-E3, H-1A-E1)

Reasons for its founding (H-1A-E2)
Life in early Plymouth (H-1C-E1)

Comparison of family life in early Plymouth with life in the United States today (H-1B-E1, H-1C-E1)

Objectives:

1. Students will be able to locate various features concerning the Plymouth colony on a map of the Northeast. (G-1A-E3)
2. Students will be able to explain the development of the Pilgrim colony at Plymouth from the time of its first settlement. (G-1B-E3)
3. Students will be able to discuss historical events concerning the Pilgrims in chronological order using a time line. (H-1A-E1)
4. Students will be able to explain why early settlers came to the United States and how they viewed their opportunities in the New World. (H-1A-E2)
5. Students will be able to discuss the Pilgrim settlement at Plymouth. (H-1C-E1)

Procedures:

Whole group discussion of the Pilgrim settlement at Plymouth (G-1B-E3, H-1A-E2, H-1B-E1, H-1C-E1)

Students will create a time line of significant events concerning the Pilgrim settlement at Plymouth, Massachusetts. (H-1A-E1)

Students will locate the following on a map of the Northeast:

Plymouth Colony, Plymouth Bay, Cape Cod, Cape Cod Bay, Massachusetts Bay, Atlantic Ocean, Massachusetts, Boston, New England (G-1A-E3)

Identify the following:

Plymouth Bay, Mayflower, Pilgrims, colony, Tisquantum (Squanto), colonists

Materials:

Student textbooks; student notebooks; student folders; wall map of the northeastern part of the United States; blank student desk maps and/or blank map handouts of the Northeast; pictures of Pilgrim clothing, homes, tools, and modes of travel; student LEAP folders

Evaluation:

Whole class review of today's lesson.

Place maps in student folders, which will be graded at the end of this unit.

Place the following handout in student LEAP folders and answer the questions for homework:

1. In which part of the United States did the Pilgrims set up a colony in 1620:

   A. Southwest
   B. Northwest
   C. Northeast
   D. Southeast

2. Name the place where the Pilgrims placed their first settlement:

   A. Boston
   B. New York
   C. Philadelphia
   D. Plymouth

3. Which of the following was the major reason why the Pilgrims came to the New World:

   A. for religious freedom
   B. to set up factories
   C. to become Native Americans
   D. for safety from the French

4. Which of the following places would have been the most likely place where a Pilgrim would have earned a living in the 1600's:

   A. in a factory
   B. on a farm
   C. in a store
   D. in an office

5. Complete the following chart, comparing family life among the Pilgrims in the 1600's with your life today.

	Pilgrim Life	Your Life Today
Clothing		
Homes		
Transportation		
Jobs		
Communication		

Lesson 2:

Benchmarks: G-1B-E3, H-1B-E1, H-1C-E1

Lesson Outline:

Comparison of family life in early Plymouth with life in the United States today (H-1B-E1, H-1C-E1)

Objectives:

1. Students will be able to describe and compare various aspects of Pilgrim family life with family life in the present day. (H-1B-E1)

Procedures:

Discuss answers to yesterday's LEAP review questions.

Whole class review of Pilgrim family life in Plymouth in the 1600's

Students will create a file in which they will draw two pictures next to one another on each page, one illustrating life of a typical Pilgrim family in the 1600's and the other of a family today on the following topics: clothing, shelter, tools, jobs, forms of communication, and modes of travel. (G-1B-E3, H-1B-E1)

Materials:

Student textbooks; student notebooks; student folders; pictures of Pilgrim clothing, homes, tools, and modes of travel; student LEAP folders

Evaluation:

Students will turn in student folders containing maps and file of pictures comparing Puritan family life with life today, for a grade.

SOCIAL STUDIES
GEOGRAPHY
Grade 4
Working with Latitude and Longitude

Lesson Components:

Benchmarks

G-1A-E1	identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images.
G-1A-E2	locating and interpreting geographic features and places on maps and globes
G-1A-E3	constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems
G-1B-E1	describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate

Key Concepts

Compass rose, cardinal directions, intermediate directions, location, direction; hemisphere; continent; equator; North and South Pole; latitude, longitude

Lesson Duration

Two-three days

Purpose/Introduction

See individual lessons attached.

Objectives

1. Identify or describe characteristics of various types of maps. (G-1A-E1)
2. Use a compass rose and cardinal or intermediate directions to interpret a map. (G-1A-E2)
3. Locate places on a map or representation of a globe, such as hemispheres, the seven continents, the United States, major land forms, and major bodies of water or waterways—referring to the North or South Pole, the equator, and latitude or longitude, as needed. (G-1A-E2)

4. Draw, complete, or add features to a map (including such map elements as a title, compass rose, legend, and scale), based on information given in narrative form. (G-1A-E3)
5. Identify examples of various land forms (e.g., continents, islands). (G-1B-E1)
6. Identify or compare the distinguishing characteristics of various land forms and climates. (G-1B-E1)

Prior Knowledge/Pre-requisites

Knowledge of how to use a compass rose, as well as cardinal and intermediate directions; ability to locate the four hemispheres and major areas of the world

Materials/Resources

Student textbooks; student notebooks; student folders; wall map of the world and/or of the different hemispheres; blank student desk maps and/or blank map handouts; blank maps of Northern and Southern Hemispheres; blank maps of Eastern and Western Hemispheres; crayons and/or coloring pencils or markers; handheld globes; blank outline maps of the world with the major lines of latitude and latitude; student LEAP folders

Teacher Preparation

The teacher should be thoroughly familiar with all major features of a world map, and with longitude and latitude. All activities should have been tried by the teacher before being given to students to do.

Body of the Lesson

See overview of the unit on "Using Latitude and Longitude" and in individual lessons on this topic.

Assessment

See "Evaluation" sections of individual lessons.

GRADE 4

USING LATITUDE AND LONGITUDE

Objectives:

1. Students will be able to locate major areas on a map of the world. (G-1A-E2)
2. Students will be able to locate and use the equator, the prime meridian, and the International Dateline to identify the Northern, Southern, Eastern, and Western hemispheres and to help in understanding latitude and longitude. (G-1A-E1, G-1A-E2, G-1A-E3)
3. Students will be able to identify major parallels of latitude and meridians of longitude. (G-1A-E2)
4. Students will be able to compare various world climates in relation to latitude. (G-1B-E1)
5. Students will be able to use latitude and longitude to locate points on a map and globe. (G-1A-E2)

Content Outline:

The importance of maps in daily life

The need to be able to locate various areas on a map (G-1A-E2, G-1A-E3)

Basic components of maps (G-1A-E1, G-1A-E2)

Lines of latitude and longitude (G-1A-E2)

The relationship between climate and latitude (G-1B-E1)

Locating various areas in the world by using coordinates of longitude and latitude (G-1A-E2)

Lesson 1: (Cover in one-two days)

Benchmarks: G-1A-E1, G-1A-E2, G-1A-E3, G-1B-E1

Lesson Outline:

The importance of maps in daily life
The need to be able to locate various areas on a map
Basic components of maps
Lines of latitude and longitude
The relationship between climate and latitude

Objectives:

1. Students will be able to locate major areas on a map of the world. (G-1A-E2)
2. Students will be able to locate and use the equator, the prime meridian, and the International Dateline to identify the Northern, Southern, Eastern, and Western hemispheres and to help in understanding latitude and longitude. (G-1A-E1, G-1A-E2, G-1A-E3)
3. Students will be able to identify major parallels of latitude and meridians of longitude. (G-1A-E2)
4. Students will be able to compare various world climates in relation to latitude. (G-1B-E1)

Procedures:

Whole group review of the importance of maps in daily life, the need to be able to locate various areas on a map, and basic components of maps.

Whole group discussion of lines of latitude and longitude, and the relationship between climate and latitude.

Identify the following:

lines of latitude, lines of longitude, meridians, parallels, equator, prime meridian, International Date Line, Northern Hemisphere, Southern Hemisphere, Western Hemisphere, Eastern Hemisphere, North Pole, Arctic Circle, Tropic of Cancer, Tropic of Capricorn, Antarctic Circle, South Pole

Locate the following areas on a blank map of the world:

North Pole, Arctic Circle, Tropic of Cancer, equator, Tropic of
Capricorn, Antarctic Circle, South Pole
prime meridian, International Date Line

Northern Hemisphere, Southern Hemisphere, Western Hemisphere, Eastern Hemisphere

North America, South America, Europe, Africa, Asia, Australia, Antarctica

Locate the following lines of latitude on the world map:

90° N, 66 1/2°N, 60°N, 30°N, 23 1/2°N, 0°,
23 1/2°S, 30°S, 60°S, 66 1/2°S, 60°S, 90°S

Locate the following lines of longitude on the world map:

0°, 30°W, 60°W, 90°W, 120°W, 150°W, 180°,
150°E, 120°E, 90°E, 60°E, 30°E

Place review questions in LEAP folders

Materials:

Student textbooks; student notebooks; student folders; wall map of the world and/or of the different hemispheres; blank student desk maps and/or blank map handouts; blank maps of Northern and Southern Hemispheres; blank maps of Eastern and Western Hemispheres; crayons and/or coloring pencils or markers; student LEAP folders

Evaluation:

Whole class review of today's lesson

Place maps in student folders, which will be graded at the end of this unit.

Place the following handout in student LEAP folders and answer them for homework, using the maps completed today:

1. Which of the following is a continent that is entirely in the Southern Hemisphere:

   A. North America
   B. Africa
   C. Australia
   D. Europe

2. Which of the following is a continent that is entirely in the Northern Hemisphere:

   A. Australia
   B. North America
   C. South America
   D. Antarctica

3. Which of the following is a continent that is entirely in the Western Hemisphere:

   A. Africa
   B. Europe
   C. Asia
   D. South America

4. Which of the following latitudes would have the coldest climate in the Northern Hemisphere:

   A. 0°
   B. 30°N
   C. 30°S
   D. 60°N

5. If you took a trip to 90°S latitude on the globe, which of the following items would be most important to bring with you:

   A. a swimsuit
   B. a heavy coat
   C. suntan oil
   D. a tennis racket

6. In the blank box, draw a globe and answer the questions below the box:

   A. Label the following on your globe:

      90°N, 60°N, 30°N, 0°, 30°S, 60°S, 90°S lines of latitude

      North Pole, South Pole, Equator, Tropic of Cancer,
      Tropic of Capricorn

      Northern Hemisphere, Southern Hemisphere

   B. Suppose your family decided to move to a place that is located on your globe between 90°N and 60°N parallels. Describe the type of climate there and the kind of clothing that you would have to wear.

Lesson 2:

Benchmarks: G-1A-E2

Lesson Outline:

Locating various areas in the world by using coordinates of longitude and latitude (G-1A-E2)

Objectives:

1. Students will be able to use latitude and longitude to locate points on a map and globe. (G-1A-E2)

Procedures:

Discuss answers to yesterday's LEAP review questions.

Using handheld globes, students will work in pairs and find various locations using coordinates of longitude and latitude.

Working in pairs, students will locate and label the following areas on world maps according to their coordinates:

Continents:

Europe	(50°N, 20°E)
Africa	(0°, 30°E)
Asia	(30°N, 90°E)
Australia	(30°S, 140°E
North America	(40°N, 90°W)
South America	(20°S, 60°W)
Antarctica	(90°S, 0°)

Countries:

Brazil	(0°, 60°W)
United States	(30°N, 90°W)
Canada	(60°N, 90°W)
Iran	(30°N, 60°E)
Argentina	(30°S, 60°W)

Cities:

New Orleans	(30°N, 90°W)
Galapagos Islands	(0°, 90°W)
St. Petersburg, Russia	(60°N, 30°E
Cairo, Egypt	(30°N, 30°E)

Materials:

Handheld globes, wall map of the world, outline maps of the world with major lines of latitude and latitude on them

Evaluation:

Review of latitude and latitude

Students will place today's maps in their folders and will turn them in to be graded.

SOCIAL STUDIES
History, Grade 4
Louisiana's Acadian Heritage

Lesson Components:

Benchmark(s):

H-1C-E3	Describing the causes and nature of various movements of large groups of people into and within Louisiana and the United States throughout history
G-1A-E2	Locating and interpreting geographic features and places on maps and globes
G-1A-E3	Constructing maps, graphs, charts, and diagrams to describe geographical information to solve problems
H-1A-E3	Identifying and using primary and secondary historical sources to learn about the past

Key Concepts:

*Historical Migrations (Acadians to Louisiana)
*Influence/contributions of ethnic groups (e.g., Cajun/Creole, African/American music)
*Cultural elements in our state and national heritage (Evangeline/Longfellow)
*Distance scale
*Historical fiction
*Pictures and illustrations

Lesson Duration: 4 days

Purpose/Introduction: People from every corner of the globe have come to Louisiana for various reasons. Louisianans are a mixture of many cultures and ethnic backgrounds, a true melting pot of people from many countries. In the process, the varied groups have help to make this state the rich and diverse place we know today. As a result of this lesson, students will identify and describe a variety of reasons for the different cultures that have come to Louisiana throughout history.

Teacher Preparation: As a fourth grade teacher, I have encountered many difficulties in finding resources and information to support instruction regarding the LEAP test. Sadly to say, much of the information is lacking in our textbooks. However, the Internet furnishes an array of information needed to teach our students history about their state.

Lesson I:

Objectives:
- *TLW understand how forced resettlement affect people and their culture.
- *TLW use a map to locate Nova Scotia, Canada and Louisiana.
- *TLW understand that distances on a map are proportionate to distances on earth.
- *TLW create a scale strip to figure the approximate number of miles the Acadians traveled from Nova Scotia to Louisiana.

Prior Knowledge/Pre-requisites:

In 1755, during the war between France and Great Britain over control of Canada, a large group of French speaking people was forced from their homeland by British troops. These people migrated to Louisiana from a part of French Canada called Acadia. About 4,000 Acadians settled in areas of southern Louisiana. Today, these descendants are called Cajuns. Cajun music and food are a big part of southern Louisiana.

Materials/Resources:
- *A copy of North America map – 1 per student
- *Crayon
- *Strip of colored paper
- *Classroom size map of North America

Body of Lesson:

1. On a map that shows North America, point out the areas Nova Scotia, Canada and Louisiana. Discuss with students reasons Acadians were forced to leave Canada and migrate to Louisiana. Include how they traveled to Louisiana, using a route along the Tennessee and Mississippi Rivers. (G-1A-E2) (H-1C-E3) (ELA-4-E3)
2. Give students a copy of the map of North America. Have students locate Nova Scotia, Canada and Louisiana. (G-1A-E2)
3. Using a crayon, have students trace the route (rivers) the Acadians took on their journey to Louisiana. Discuss possible means of transportation. (ships, by walking)
4. Upon completion, allow the students time to study the map and the map scale on the page.
5. Discuss why map scales are important. Point out that map scales are different on every map.
6. Have students define **map scale**.(shows the relationship between the distance on a map and the real distance on Earth) (ELA-1-E5)

7. Explain to students how to use a map scale. Allow them time to construct their own scale using a strip of paper.
8. Using their scale strip, have students measure the distance from Acadia (Nova Scotia) to Louisiana in miles and kilometers. (M3.15) (N1.38)
9. Discuss with students their calculations.
10. Give students an opportunity to look at other maps used in their textbook in order to compare the differences and similarities regarding map scales used for each map. (G-1A-E1)
11. In closing, ask students what they learned about a map scale. (Possible responses: map scale compares distances on a map to real distances on earth; map scales are different on all maps)

Evaluation: *Map Activity
*Oral Discussion
*Teacher Observation

Reference Link: www.acadianmemorial.org
www.scn.org/rec/zydeco/origins.htm

Bibliography:

Banks, James A. Louisiana Adventures in Time and Place. New York: McGraw-Hill School Division. 2000

Banks, James A. Regions Adventures in Time and Place Outline Maps. New York: McGraw-Hill School Division. 2000

Lesson II:

Objectives: *TLW read excerpts from Henry Wadsworth Longfellow.
*TLW compare and contrast two excerpts from Longfellow's poems.

Prior Knowledge/Pre-requisites:

In 1847 the poet, Henry Wadsworth Longfellow, wrote a poem about an Acadian woman named Evangeline. In the fictional poem, he talked about how Evangeline was separated from her lover Gabriel on their wedding day. This happened during the Acadians exile from Nova Scotia, Canada. Due to the controversy regarding the story, there are two versions.

The first version states that after being forced to leave their homeland of Acadia (Nova Scotia), Evangeline and Gabriel boarded separate ships without knowing the whereabouts of the other. After years of searching for Gabriel, Evangeline arrived in St. Martinville, Louisiana. She soon after learned that Gabriel had left the area because of an illness. After many years of relentlessly searching for Gabriel, Evangeline relocated to Philadelphia. She joined the Sisters of Mercy and dedicated her life to serving others. While working with the Sisters of Mercy, Evangeline found her long lost love, Gabriel, who was on his deathbed. He later died in her arms. Evangeline was overcome with grief and died soon after.

On the other hand, the second version states that Evangeline and Gabriel were forced to leave Acadia (Nova Scotia) along with thousands of other Acadians. They boarded separate ships without any whereabouts of the other. Gabriel reached St. Martinville, Louisiana and soon after married another woman. After many years of searching for her true love, Evangeline arrived in St. Martinville. She spotted Gabriel, but to her dismay, later found out that he was married to another. Evangeline soon died after of a broken heart.

Materials/Resources:
*Excerpt from Longfellow's "*Evangeline*"
*Excerpt from Longfellow's *"The Song of Hiawatha"*
*Copy of question sheet
*Venn Diagram

Body of Lesson:

1. Orally discuss and review the Acadians exile from Canada with students. (Ask questions such as: *In what year were the Acadians forced to leave Acadia? What means of transportation were used by the Acadians? Who forced the Acadians to leave their homeland? What are the descendants of Acadians called today? What is Acadia called today?)* (ELA-4-E7)
2. Tell students that they are going to read two poems written by Henry Wadsworth Longfellow. The first piece is an excerpt from *Evangeline*, and the second is an excerpt from *"The Song of Hiawatha"*. (ELA-6-E2)

3. Give the students the excerpt from *Evangeline.* Allow them time to read it. (Hint: Since the reading level of the piece may be above that of the student, you might choose to read it to them.) (ELA-1-E6)
4. Upon completion, ask the students their feelings about the poem. Encourage students to think about the journey that Evangeline experienced on her way to Louisiana.
5. After reading the poem, have students list descriptive words they read or heard throughout the selection. Explain to students that writers use vivid words to describe and express things in a new way.
6. Next give the students *The Song of Hiawatha.* Allow them time to read it independently.
7. Upon completion, ask the students their feelings about the poem.
8. After the discussion, have students answer the following questions about the poems.

Story Questions

1. In the excerpt, *"Evangeline"*, what does "There the long-wandering bride shall be given again to her bridegroom" tell you? (ELA-1-E1)
2. From the poem, *Evangeline* you can tell that the time of day is (ELA-7-E1)
    a. Morning
    b. afternoon
    c. evening
3. In the poem, *Evangeline* the myriads mean (ELA-1-E1)
    a. small number
    b. large number
    c. none at all
4. Using *The Song of Hiawatha* what is the poem mostly about
    a. a young boy learns how to speak with a rabbit
    b. a young boy is raised by animals in the forest
    c. a young boy forms a bond with the animals
5. How can you tell that this selection is fiction? (ELA-6-E3)
    a. It has characters and dialogue.
    b. It gives information about owls.
    c. It has a title.

9. Using a Venn Diagram, have the students compare and contrast the similarities and differences in the two poems by listing 5 examples in each section. (ELA-5-E6)

10. Once the students have finished their diagrams, discuss their responses.
11. In closing, have students write a summary about what they have learned.

Evaluation: * Group discussion
*Teacher observation
*Writing Activity

Reference Links:

www.lafayettetravel.com
www.cajunculture.com
www.crt.state.la.us
www.louisianacajun.com
www.evangelineweb.org
www.evangelinethemusical.com
www.everypoet.com

Teacher's Note: There is a video available that depicts the life of Evangeline. The title of the film is *Evangeline's Quest*. This video is a great teaching tool to aid in the instruction of Evangeline's life. To receive a copy of it you must contact the following:

Video Tape Information:

First Run
32 Court St. #2107
Brooklyn, NY 11201
(800) 876-1710
www.frif.com

Lesson III:

Objective: *TLW describe the Creole culture.
*TLW identify the different contributions Creoles have made to benefit Louisiana.
*TLW use both print and Internet sources to research Creole culture.

Prior Knowledge/Pre-requisite:

Creole culture is also a strong influence in Louisiana today. Creole is generally defined as a mixture of French, Spanish, African, and Caribbean cultures. Many of the enslaved Africans brought with them a variety of both music and food. Many Africans made music by combining their sounds to sounds taken from Louisiana. These sounds later became the births of gospel, jazz and blues, all vital components of Creole culture.

Materials/Resources:
Internet access
Reference materials (books, encyclopedia, dictionary)
Graphic Organizers (Venn Diagram, Spider Web)

Body of Lesson:

1. Write the word *Creole* on the chalkboard. Have the students brainstorm what they know about the word using a spider web.
2. After the students have finished their webs, orally discuss their knowledge about the topic from their webs.
3. Next, assign the students to work in cooperative groups. The groups are going to answer the following questions about Creole culture using the following informational resources: (ELA-5-E2)
   *One group – Internet
   *Second group – Encyclopedia
   *Third group – Various Books
   *Fourth group - Dictionary
4. Allow students ample time to complete the assignment.
5. When the students are finished, discuss their findings as a whole. (Note: Record students findings on the chalkboard or on overhead. Make it visible to all students.)
6. After discussing their findings, give students a copy of a Venn Diagram. Have them compare and contrast the similarities and differences between Cajun and Creole cultures. (ELA-5-E6)

7. Using the information from their Venn Diagrams, have the students write a composition. Make sure they include the similarities and differences between the Cajun and Creole cultures.

Evaluation: *Writing Assignment
*Teacher Observation

Reference Links:

www.cajunculture.com/other/creole.htm
www.arcticwebdesigns.com/Cajun/.htm
www.crt.state.la.us/folklore/creole
www.value.net/~bromike/music/creole.htm
www.scn.org/rec/zydeco/origins.htm

Field Trip Information:

Vermilionville
1600 Surrey St.
Lafayette, La 70508
(337)233-4077
(866)99-BAYOU
Fax. (337)233-1694

Bibliographies:

Ancelet, Barry Jean. 1994. *Cajun and Creole Folktales: The French Oral Tradition of South Louisiana*. Jackson: University of Mississippi Press. Mississippi. (GR111 F73 C35 1994 La. Coll.)

Banks James A. Louisiana Adventures in Time and Place. New York: McGraw-Hill School Division. 2000.

Brasseaux, Carl A., Keith P. Fontenot, and Claude F. Oubre. 1995. *Creoles of Color in the Bayou Country*. Jackson: University Press of Mississippi. Source-Louisiana Creoles:

Cable, George Washington. 1959. *Creoles and Cajuns*. Garden City, NY: Doubleday & Company, Inc., (PS 1241 A5T87 1959 La. Coll.). Source-Creole Heritage Resources

Hall, Midlo Gwendolyn. 1995. *Africans in Colonial Louisiana: The Development of Afro-Creole Culture in the Eighteen Century.*

Hanger, Kimberly. 1995. *A Medley of Cultures*. Louisiana Museum Foundation. Source-Reference-SK

Kent, Deborah. 1988. America the Beautiful: Louisiana. Childrens Press. Chicago

Perrin, William Henry. 1971. Southwest Louisiana: Biographical and Historical. Claitor's Publishing Division. Baton Rouge

Research Questions:

1. Find the meaning of culture.

2. What ethnic groups make up the Creole culture?

3. What foods are considered to be Creole dishes?

4. The Africans of Creole descent brought with them many sounds from their country. What are some of those sounds?

5. What are some of the languages included in the Creole culture?

6. What are some things from the Creole culture that we use today?

Assessment:

Multiple Choice:

1. Which of the following is the area from which the Cajuns originated?
    - a. New Orleans
    - b. Shreveport
    - c. Acadia
    - d. Great Britain

2. In 1847, poet Henry Wadsworth Longfellow wrote a poem about an Acadian woman who was forced to leave her homeland in Nova Scotia, Canada. Using the illustration below, which best describes the woman in the picture?
    - a. Statue of Liberty
    - b. Sequoyah
    - c. Princess Diana
    - d. Evangeline

3. Which one of the following does **not** describe the Creole culture?
    - a. African
    - b. French
    - c. Spanish
    - d. Chinese

Constructed Response:

1. Look at the illustration for Questions 1 & 2 on page 49. What ethnic group would best describe the picture?

2. Explain where these people came from.

3. Look at the picture for Question 3 on page 49. Explain what the picture reveals about the music.

Lesson II Questions

Story Questions

1. In the excerpt from *Evangeline*, what does "There the long-wandering bride shall be given again to her bridegroom" tell you? (ELA-1-E1)

2. From the poem, "Evangeline," you can tell that the time of day is (ELA-7-E1)

    a. Morning
    b. Afternoon
    c. Evening

3. In the poem, "Evangeline," the *myriads* means (ELA-1-E1)

    a. Small number
    b. Large number
    c. None at all

4. Using "The Song of Hiawatha," what is the poem mostly about?

    a. A young boy learns how to speak with a rabbit
    b. A young boy is raised by animals in the forest
    c. A young boy forms a bond with the animals

5. How can you tell that this selection is fiction? (ELA-6-E3)

    a. It has characters and dialogue.
    b. It gives information about owls.
    c. It has a title.

Pictures to accompany Constructed Response questions.

Picture for Questions 1 & 2:

Picture for Question 3:

Excerpt from Longfellow's "Evangeline"

Thus ere another noon they emerged from the shades; and before them
Lay, in the golden sun, the lakes of the Atchafalaya.
Water-lilies in myriads rocked on the slight undulations
Made by the passing oars, and, resplendent in beauty, the lotus
Lifted her golden crown above the heads of the boatmen.
Faint was the air with the odorous breath of magnolia blossoms,
And with the heat of noon; and numberless sylvan islands,
Fragrant and thickly embowered with blossoming hedges of roses,
Near to whose shores they glided along, invited to slumber.

……

On the banks of the Teche, are the towns of St. Maur and St. Martin.
There the long-wandering bride shall be given again to her bridegroom,
There the long-absent pastor regain his flock and his sheepfold.
Beautiful is the land, with its prairies and forests of the fruit trees;
Under the feet a garden of flowers, and the bluest of heavens
Bending above, and resting its dome on the walls of the forest.
They who dwell there have named it the Eden of Louisiana!

Excerpt from Longfellow's "The Song of Hiawatha"

When he heard the owls at midnight,
Hooting, laughing in the forest,
"What is that?" he cried in terror,
"What is that," he said, "Nokomis?"
And the good Nokomis answered:
"That is but the owl and owlet,
Talking in their native language,
Talking, scolding at each other."

Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."

Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them
Called the "Hiawatha's Brothers."

SOCIAL STUDIES
History
Grade 4
Louisiana's Early Explorers

Lesson Components:	H-1C-E1	Describing the people, events, and ideas that were significant to the growth and development of our state and nation
	G-1A-E2	Locating & interpreting geographic features and places on maps and globes
	H-1A-E3	Identifying and using secondary historical sources to learn about the past

Key Concepts:
*Early Explorers (La Salle, De Soto)
*Continent
*Timeline
*Encyclopedia

Lesson Duration: 3 days

Purpose/Introduction: In this lesson students will learn information about early explorers Rene' Robert Cavelieur Sieur de La Salle and Hernando De Soto. They will become familiar with these two men's contributions to Louisiana and why those contributions were significant to our state's development. Additionally, this lesson will enable students to understand the events of the past and to develop a historical perspective about those contributions.

Lesson 1:

Objectives: *TLW discuss the meaning of "explorer".
*TLW recognize the importance of Hernando De Soto's expedition in search of gold.
*TLW map De Soto's exploration route.

Prior Knowledge/Pre-requisites: Before teaching this lesson, make sure students are familiar with explorers, such as Christopher Columbus.

Materials/Resources:

*Classroom size world map
*Students maps – 1 per student
*Overhead transparency of map showing De Soto's route
*Green Crayon

Body of Lesson:

1. Opening: Tell the students that they are going to explore. Write the following on the board: "Let's Explore"
2. Give each child a copy of the magnifying glass picture. Allow them time to explore items around the classroom.
3. Once they are finished finding about 5 items, discuss their findings with them. Write their responses on the chalkboard under the topic "Let's Explore."
4. Next tell the students that there are many ways to explore. For example, a deep-sea diver could explore the bottom of the sea floor. An astronaut could explore space.
5. Relate the following to the students: Our country and state were founded by people who came in search of various things.
6. Ask the students the meaning of the word "explorer." (a person who travels in unfamiliar places in order to find out and learn about them)
7. Discuss with students explorers they may know and why their journeys were important to Louisiana and America's history. (Ask questions such as: What country did the explorer come from?) After the answer is given, allow a student to locate the country on the classroom map. You may also ask, "What continent is that country part of?"
8. Tell students that they are going to study Hernando De Soto. Relate the following information: Hernando De Soto was a Spanish explorer who set sail for Florida in 1539 in search of gold.

9. Explain that De Soto traveled northward to Georgia and westward to follow the Alabama River to Mobile Bay. Show students this route on the overhead transparency.
10. Tell the students that De Soto along with 600 men and 12 priests, encountered Native Americans on their journey. Explain to them that they forced the Indians to supply them with goods and in turn tortured their chiefs. De Soto also insisted that they tell him where gold was hidden. The cruelty De Soto engaged in led to many battles with the Indians. (Ask: Why do you think De Soto was so cruel to the Indians?)
11. Continue to tell the students that in the spring of 1541, De Soto and his men reached the Mississippi River. They were the first Europeans to reach the Mississippi River. De Soto continued to search for gold for about a year and a half until he fell ill and died of a fever in 1542. The expedition reached the Gulf of Mexico; however, gold was never found.
12. After relating the information to the students, give each one a copy of North America map. Tell the students that they are going to trace the route of Hernando De Soto. Display an overhead transparency of the map marked with De Soto's route. Have students copy this route onto their maps using a green crayon.
13. Upon completion, ask the students, "What was important about De Soto's journey?" (He came in search of gold, but discovered the Mississippi River.)
14. After the discussion, collect and save the maps for the next lesson.

Evaluation: •Map Activity
•Students' reponses to questions

Reference Links:
www.enchantedlearning.com

Bibliographies:

"De Soto, Hernando", Compton's Encyclopedia. Volume 6. 2001

"De Soto, Hernando", World Book. Volume 5. 1992.

"De Soto, Hernando", NSA Family Encyclopedia. Volume 5. 1992

Kent, Deborah. America the Beautiful. Chicago: Children's Press. 1988

Calhoun, Milborne(ed.). Louisiana Almanac 1997-1998 Edition.
Gretna: Pelican Publishing Co., 1997

Lesson II:

Objectives: *TLW recognize the importance of La Salle's voyage down the Mississippi River
*TLW map La Salle's exploration route
*TLW compare De Soto's route to La Salle's route

Materials/Resources:
*Venn Diagram Worksheet
*Venn Diagram Transparency
*Classroom sized World Map
*Map of North America
*Overhead transparency of LaSalle's route
*Blue Crayon

Body of Lesson:

1. Orally review and discuss Spanish explorer Hernando De Soto's accomplishment. (Ask questions such as: Who was Hernando De Soto? What was he famous for? Describe what was wrong about how he conducted his expedition?)
2. Tell students that the next explorer they are going to study came from Europe. Instead of looking for gold, he was in search of a new trading route from Canada.
3. Relate the following information: Not all explorers were cruel to the Native Americans. Many French settlers traded various goods with the Native Americans in return for animal furs, vegetables, and fruits. Rene' Robert Cavelier, Sieur de la Salle was a French explorer from Canada. (Point out France on the classroom map. Ask: What continent is France on?) He decided to establish a colony at the mouth of the Mississippi River.
   In 1682, he was the first to voyage down the Mississippi River to the Gulf of Mexico. (Using the classroom map point out the Mississippi River.) As a result of this exploration, La Salle claimed the entire Mississippi River Valley for France. He named the region Louisiana in gratitude to the King of France, Louis XIV and his wife Queen Anna.
4. Display an overhead transparency of LaSalle's exploration. Tell the students that the lines represent the places LaSalle traveled to during his journey down the Mississippi River. Give each student

his/her map from the previous lesson. Have them draw the line(route) on their map using the blue crayon.

5. Upon completion, have students compare De Soto's route to LaSalle's route. Ask the following: What similarities do you see? What differences do you see?
6. Show the students the Venn Diagram transparency and explain how it is used to compare two things.
7. Place students in groups of 4 or 5. (ELA-4-E7) Give each group a Venn Diagram. Allow the students time to work together as a group and share ideas to complete the Venn Diagram worksheet. (ELA-4-E1)
8. After the groups have finished, have them write a composition using the information from the diagrams. Make sure they include the similarities and differences between De Soto and LaSalle.

Evaluation: *Group discussion
*Map Activity
*Writing assignment
*Students' responses to questions

Reference Links:

www.enchantedlearning.com

Bibliographies:

"La Salle, Sieur de". World Book. Volume12. 1992

"La Salle, Sieur de". Compton's Encyclopedia. Volume13. 1990

Calhoun, Milborne(ed.). Louisiana Almanac 1997-1998 Edition. Gretna: Pelican Publishing Co., 1997

Assessment:

1. What is the main reason De Soto came to America?
   a. To practice his own religion.
   b. To search for gold.
   c. To discover a new trading route.
   d. To join the American army.

2. Why was LaSalle's expedition significant to the growth of Louisiana?
   a. He discovered the Mississippi River.
   b. He was the commander of the Civil War.
   c. He forced the Native Americans of Louisiana to leave.
   d. He claimed the Mississippi Valley for France.

3. Louisiana was named after ____________________.
   a. King Louis XIV and Queen Anna
   b. George Washington and Martha Washington
   c. Abraham Lincoln and Mary Todd Lincoln
   d. King George and Queen Mary

4. Using the map below, complete the timeline.

DATE	EVENT
1539	
1539-1540	Winter Camp in Florida
	Winter Camp in Mississippi
1541-1542	Winter Camp in Arkansas
	DeSoto died
1543	

Constructed Response:

DeSoto LaSalle

1. Choose an explorer.
2. Name his important contributions to the state of Louisiana.

3. Why was his contribution important to the development of Louisiana?

SOCIAL STUDIES
Civics/United States History
Grade 8
Political Parties

Lesson Components:

Benchmarks

C-1B-M6	analyzing the importance of political parties, campaigns, and elections in the American political system
H-1A-M1	describing chronological relationships and patterns
H-1A-M2	demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred
H-1A-M3	analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history
H-1A-M4	identifying issues and problems from the past and evaluating alternative courses of action
H-1B-M8	relating the institutions and practice of government established during and after the American Revolution to the foundation of the American political system

Key Concepts

Political parties, campaigns, and elections in the U. S. political system—Electoral College; U. S. Census and reapportionment of districts; chronology; major historical issues/problems; course of action; timeline; change over time; historical context; famous speeches and addresses; historical analysis; alternative courses of action; emergence of political institutions; U. S. Constitution; Federalist Papers; Federalists; Antifederalists; Democratic-Republicans; George Washington; Alexander Hamilton; John Adams; Thomas Jefferson; Republican Party; Democratic Party

Lesson Duration

5 days

Purpose/Introduction

See individual lessons attached

Objectives

1. Describe the role of political parties in the American political system. (C-1B-M6)
2. Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in government. (C-1B-M6)
3. Describe various kinds of elections (e. g., President, Senator, Mayor), including the electoral college. (C-1B-M6)
4. Interpret data presented in a timeline. (H-1A-M1)
5. Compare or contrast events or ideas from the past with events or ideas in the present, demonstrating awareness of differing political, social, or economic context. (H-1A-M2)
6. Explain change or continuity over time based on information in stimulus material. (H-1A-M3)
7. Identify historical issues or problems and possible courses of action to address them. (H-1A-M4)
8. Describe major events and issues involving early presidencies. (H-1B-M8)

Prior Knowledge/Pre-requisites

A basic knowledge of the American political situation following the writing and adoption of the United States Constitution

Materials/Resources

Student notebooks, student textbooks, chart of political party development, overhead projector, student LEAP folders

Teacher Preparation

The teacher should have an understanding of American politics, of the origin and development of political parties in the United States, of elections in the early history of the United States, and of the political situation in the United States between 1788 and 1800.

Body of the Lesson

See overview of the unit on "The Role of Political Parties in the U. S." and in individual lessons on this topic.

UNITED STATES HISTORY

THE ROLE OF POLITICAL PARTIES IN THE U. S.

Objectives:

1. Students will be able to describe the role of political parties in the American political system. (C-1B-M6)
2. Students will be able to explain how political parties, campaigns, and elections provide opportunities for citizens to participate in government. (C-1B-M6)
3. Students will be able to describe various kinds of elections (e. g., President, Senator, Mayor), including the electoral college. (C-1B-M6)
4. Students will be able to describe the basic operation of the electoral college. (C-1B-M6)
5. Students will be able to explain how political parties have become a major component of American politics, yet have no constitutional foundation. (C-1B-M6)
6. Students will be able to complete a timeline on the development of political parties in the United States between 1788 and 1800. (H-1A-M1, H-1B-M8)
7. Students will be able to compare early political parties with those of today. (H-1A-M2)
8. Students will be able to compare and contrast the political, social, and economic stands of early political parties with those of today. (H-1A-M2)
9. Students will be able to explain how political parties have changed since their creation in the late 1790's. (H-1A-M3)
10. Students will be able to explain how political parties have enhanced democracy.
11. Students will be able to analyze the political split within the Washington Administration that led to the formation of political parties (H-1B-M8)

Content Outline:

The ratification of the United States Constitution (H-1B-M8)

Federalist and Antifederalist positions
The impact of the Federalist Papers on ratification
Ratification, 1787-1790

The role and origins of political parties in American democracy

The role of political parties in American politics (C-1B-M6)
How political parties, campaigns, and elections help citizens participate in government (C-1B-M6)
Types of elections and the impact of political parties on them (C-1B-M6)
The role of the electoral college in Presidential elections (C-1B-M6)

The development of political parties in America, 1788-1800

- The Federalist/Antifederalist split in the Washington Administration (H-1A-M2, H-1-M3, H-1B-M8)
- Hamiltonian v. Jeffersonian views (H-1A-M2, H-1A-M3, H-1B-M8)
- Formation of political parties in the 1790's (H-1B-M8)

Comparison of past and present political parities

- Political, social, and economic positions of Federalists and Antifederalists in the 1790's (H-1A-M2, H-1A-M3)
- Political, social and economic positions of Republican and Democratic parties today (H-1A-M2, H-1A-M3)

The impact that political parties have had on American democracy (C-1B-M6)

Lesson 1:

Benchmarks: C-1B-M6

Lesson Outline:

The ratification of the United States Constitution

- **Federalist and Antifederalist positions**
- **The impact of the Federalist Papers on ratification**
- **Ratification, 1787-1790**

The role and origins of political parties in American democracy

- **The role of political parties in American politics**
- **How political parties, campaigns, and elections help citizens participate in government**

Objectives:

1. Students will be able to describe the role of political parties in the American political system. (C-1B-M6)
2. Students will be able to explain how political parties, campaigns, and elections provide opportunities for citizens to participate in government. (C-1B-M6)

Procedures:

Whole group discussion and review of the ratification of the United States Constitution; and whole group discussion of describe the role of political parties in the American political system, and of how political parties, campaigns, and elections provide opportunities for citizens to participate in government

Identify the following:

Terms—ratification, Federalists, Antifederalists, political parties, political campaigns
Persons—George Washington, John Adams, Alexander Hamilton, Thomas Jefferson
Dates—1787

Begin creating a timeline on early political party development

Copy review questions into LEAP folders

Materials:

Student notebooks, student textbooks, overhead projector, student LEAP Folders, copy of the United States Constitution

Evaluation:

Whole class review of today's lesson

Students will copy the following questions into their LEAP folders and answer them for homework:

1. Which of the following was someone who supported ratifying the U. S. Constitution in 1787:

   A. Democrat
   B. Republican
   C. Federalist
   D. Antifederalist

2. Which of the following had a great influence on persuading states to ratify the U. S. Constitution:

   A. Bill of Rights
   B. Federalist Papers
   C. Declaration of Independence
   D. Treaty of Paris of 1783

3. Which of the following was the **last** of the original thirteen states to ratify the U. S. Constitution in 1790:

   A. Virginia
   B. New Jersey
   C. Delaware
   D. Rhode Island

4. Which of the following events occurred **first**:

   A. the inauguration of George Washington as President
   B. the formation of political parties
   C. the writing of the U. S. Constitution
   D. the ratification of the U. S. Constitution

5. Political parties have become a major part of the election process in the United States since 1789. Answer the following questions concerning the role and origins of political parties:

   a. Briefly describe how the Federalist and Antifederalist debates of 1787-1788 over the ratification of the Constitution helped lead to the formation of political parties.
   b. What is the constitutional basis for the formation of political parties?
   c. List three roles of political parties in American politics.

SOCIAL STUDIES
Geography
Grade 8
Passport to the World

Lesson Components:

Benchmarks

G-1B-M4	describing and explaining how personal interests, culture and technology affect people's perceptions and uses of places and regions
G-1B-H4	Explaining and evaluating the importance of places and regions to cultural identity
G-1C-M7	explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface
G-1C-H6	analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth

Key Concepts

See activities outline.

Lesson Duration

Time requirements will vary. Minimum suggested time is 5 class periods.

Purpose/Introduction

The goal of this lesson is to introduce students to a variety of real life situations in which concepts across related disciplines are an integral component. Passport to the World covers all 5 foundation skills and all 7 components of the Information Literacy Model for Lifelong Learning as defined in the introductory section of the Louisiana Content Standards. The lesson addresses both Social Studies and ELA benchmarks at several grade levels; the benchmarks particular to geography are listed above.

Objectives

1. Locate, obtain, and correctly complete an application for a United States passport.
2. Locate and efficiently use United States government resources relating to foreign travel
3. Effectively plan a trip abroad
4. Effectively maintain a travel journal and complete other creative writing
5. Use research skills to find information related to foreign countries concerning, but not limited to, the following: language, trade, currency, customs, laws, climate, and geography

Materials/Resources

- Computer with internet access
- World map
- Student journal: may be made by the student
- Student travel folder: pocket folder suggested
- Student passport: may be made by the student
- Markers
- Rubber stamps or stickers

Teacher Preparation

Assessment plans: It is important to incorporate assessment strategies that are consistent with LEAP 21. the Teachers' Guide to Statewide Assessment for Social Studies is an excellent resource for item examples. The following assessment techniques are recommended and can be found in the guide:

- Use rubrics in assessing authentic writing assignments. Inform students of the rubric to be used when making assignments.
- Assess ability to synthesize concepts through short answer and essay type questions.
- Use homework assignments that build on the daily concepts.
- Encourage students to apply what they have learned through planning a trip abroad and assess that knowledge using a variety of strategies including, but not limited to, portfolio notebooks, authentic student-made guidebooks to travel abroad, brochures, etc.

Set the stage......Advertise: Building a little suspense...could be the hook...to get your students to take a look!

Signs: You can start with signs around school or your classroom asking students questions such as

- Do you know how to get to Abu Dhabi?
- Are they like me?
- Where in the world is Isfahan?

- Who is H.R.H. Prince Bandar Bin Sultan?
- Does Austin Powers or James Bond have a passport?
- Why did the Serbians steal Kosovar passports and destroy them?

Bulletin Board Ideas: Have students bring in pictures from magazines, newspapers or off the Internet of people or places in foreign countries. Use these to illustrate a board on foreign travel.

Design a board to display student work, one that works well in lower and middle grades is a board with a "passport picture" of the student and his or her name and country of origin over his or her work.

Door Display: Title a door in the room *Do you know the way to…?* And then put the names of interesting countries and cities around the door. This also works well with mobiles.

Book Display: Display books and travel brochures about foreign countries, travel and tourism in general in a corner devoted to the unit. Teachers may obtain free brochures from travel agencies and other information from travel agency websites.

Integrating the Lesson for Maximum Impact

The concepts addressed in Passport to the World are arranged so that information may be supplied to students in a logical and in-depth manner. Isolation of benchmarks for the sake of coverage is not recommended. It is imperative that teachers be thoroughly familiar with the lesson and the intent of activities to provide students with the most accurate and usable information possible.

Planning Stage: Allow time to do some computer based research before applying the methods in the classroom. This will aid in locating sites with students and prevent wasting valuable instructional time.

Websites: The following websites were used in gathering material for the *Passport to the World* unit.

- http://www.state.gov/index.html. U. S. State Department Geographic Learning Site. This site will provide a copy of the application for a United States passport as well as a substantial amount of information for use with the unit.
- http://www.middleweb.com/Whickstand.html. Middle Web Site. This site is devoted to middle school issues and is a valuable resource for all content areas.
- http://www.economicsamerica.org. National Council for Economics Education Site. This site is devoted to economics

education issues and is a valuable resource for K-12 teachers and students.

Publishing/Showcasing: After researching the different sites and downloading the material most valuable for individual classroom instruction, it is time to consider cooperative efforts with other teachers. This will provide you with examples of the types of information covered in the unit and allow for an open exchange of ideas. If this unit is adopted across a particular grade or across disciplines, it may be possible to have a central bulletin board or display devoted to the project. This would allow for display of student achievement and provide an avenue for showcasing cooperation among faculty and students.

Activities Outline

Day 1

Introduction:

Introduce the unit and what students will be learning. Enthusiasm is the key! Point out displays and see how many of the questions on your signs can be answered. Making a list of talking points on the highlights of the unit is a good organizing tool.

Opening Activity:

Ask how many students have a valid passport and why they have one or would need one. Explain to students the importance and value of a passport. Explain or show to students where and how they can get information on a United States passport. This is a good time to show them the volume of information that can be obtained on passports and related subjects from the State Department through their website.

Student Travel Folder

Students need to have folders on the first day of the activity. This is something students need to bring the week before if not supplied by the teacher. Pocket folders are recommended.

The student travel folder is used as an organizational tool for students and an assessment tool for the teacher. Students may be graded on a rubric according to the length of the unit and a number of assignments contained in the folder. *Italicized activities are for the student travel folder.*

1. *Passport Application*: Have students review and complete an application form. Discuss the types of information necessary to complete the application. Have students disregard the social security number section for privacy purposes. Lower and middle grades may want to draw pictures of themselves for their application. High school students may provide a school picture or small pictures from home.
2. *Homework*: Students should understand that as informed citizens and future travelers that they will need knowledge of current events regarding national issues and foreign countries. Explain to students that as part of the unit they will be required to complete current events reading assignments.
3. *Planning a trip*: Explain to students that there will be an ongoing assignment in which they will be expected to plan a detailed trip to a foreign destination. Allowing students to choose the destination creates a sense of ownership. Students should be given time at the end of class to

view travel brochures and books in the classroom display to aid them in making a choice.

Closure

Review with students the need and importance of being well informed citizens and why passports and trip planning could be a part of their future. Mention future learning activities associated with the unit and any special instructions they may need in advance.

Days 2-5

This unit is designed to be flexible and allow teachers more or less time if necessary. To cover the benchmarks provided it is necessary to incorporate the following activities as a minimum outline.

Trip Planning

Trip planning should include the following components:

Destination: Students should locate information on the following:

- Climate
- Geography
- Customs
- Language
- Currency (current exchange rate)
- Type of government (disturbances?)
- Restrictions/requirements of travel (travel warnings?)
- Modes of travel available
- Potential cost
- Time requirements/restrictions

Students should take the information they have gathered and assemble it into a comprehensive travel plan including a detailed itinerary.

Associated Activities:

- Mapping exercises. Include most efficient travel route.
- Creative writing activities: travel journal, poetry, prose, songs about the destination or its people

Name______________________________ Date________________________
Hour________________________

WHERE IN THE WORLD IS IT? ***AND*** **WHAT DO I KNOW ABOUT IT?**

Directions: Find a newspaper or magazine articles that cover a current issue involving a foreign country. Articles may be obtained from the Internet. Be sure to obtain web addresses. Read the article and complete the following items. Be sure to attach a copy of the article with this form.

ARTICLE TITLE:____

ARTICLE SOURCE/NEWSPAPER OR MAGAZINE TITLE (Give web address if applicable):____
____

DATE OF PUBLICATION:____

AUTHOR(S):____

COUNTRY:____

CONTINENT:____

BRIEF SUMMARY OF ISSUES DISCUSSED IN THE ARTICLE (In your own words!!!):____
____
____
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____

OPINION STATEMENT: Give your opinion as to why the issue or issues discussed are important or not. Support your statements. Do the issues involve the U. S.? If so, how?

If given the opportunity, would you consider travel to the location of the story? Why or why not?

SOCIAL STUDIES
Economics
Grade 8
Making Decisions About Careers

Lesson Components:

Benchmarks

E-1A-M5	giving examples of how skills and knowledge increase productivity and career opportunities

Key Concepts

Career opportunities, skills/knowledge

Lesson Duration

Two days

Purpose/Introduction

See individual lessons attached

Objectives

1. Cite examples of how skills/knowledge increase personal productivity and career opportunities, or what skills/knowledge would enhance particular career prospects. (E-1A-M5)
2. Discuss the importance of technical training to meet the needs of Louisiana business and industry (e.g., data processing, pipe fitting, welding). (E-1A-M5)

Prior Knowledge/Pre-requisites

A basic understanding of careers in various employment fields
A basic understanding of the Louisiana economy
An understanding of sources of information necessary for conducting research

Materials/Resources

Student notebooks, student textbooks, career reference materials, computers with access to the internet, student LEAP folders

Teacher Preparation

The teacher should be familiar with the current employment situation in the United States and in Louisiana, with the various requirements necessary for most jobs, and with the future economic and employment outlook for the United States and Louisiana. The teacher should also be able to guide the students in their research into various careers.

Body of the Lesson

See overview of the unit on "Employment and Careers" and individual lessons on this topic.

LOUISIANA HISTORY

EMPLOYMENT AND CAREERS

Objectives:

1. Students will be able to describe how the job market is changing and what it will be like in the next decade. (E-1A-M5)
2. Students will be able to identify the criteria necessary for success in obtaining employment in the future. (E-1A-M5)
3. Students will be able to describe the impact of improved technology and technical training on the job market in the United States and Louisiana. (E-1A-M5)
4. Students will be able to discern the criteria necessary in preparing for a specific career.

Content Outline:

- The changing job market in the 21st century
- Requirements for success in employment—education, training, specialization, and new skills
- Major sources of employment in Louisiana today—agribusiness, manufacturing, aerospace and aviation, biotechnology, trade, forest-related industry, mining/drilling, seafood, and tourism
- The future of the job market in the United States and Louisiana

Lesson 1:

Benchmarks: E-1A-M5

Lesson Outline:

- The changing job market in the 21st century
- Requirements for success in employment—education, training, specialization, and new skills
- Major sources of employment in Louisiana today—agribusiness, manufacturing, aerospace and aviation, biotechnology, trade, forest-related industry, mining/drilling, seafood, and tourism
- The future of the job market in the United States and Louisiana

Objectives:

1. Students will be able to describe how the job market is changing and what it will be like in the next decade. (E-1A-M5)
2. Students will be able to identify the criteria necessary for success in obtaining employment in the future. (E-1A-M5)
3. Students will be able to describe the impact of improved technology and technical training on the job market in the United States and Louisiana. (E-1A-M5)

Procedures:

Whole group discussion of the changing job market, requirements for employment success, major sources of employment in Louisiana today, and a look at the future job market

Identify the following: agribusiness, biotechnology, technical training, specialization, forest-related industry

Students will begin conducting research on a 21st century career, including the education level required, beginning salary, job skills necessary, and the duties encumbered in that career.

Copy review questions into LEAP folders

Materials:

Student notebooks, student textbooks, career reference materials, computers with access to the internet, student LEAP folders

Evaluation

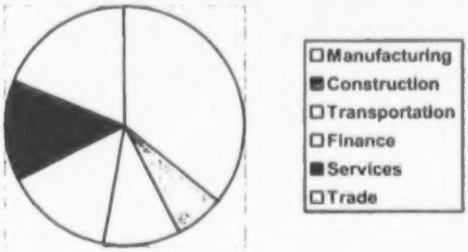
Whole class review of today's lesson

Students will copy the following questions into their LEAP folders and answer them for homework:

1. Which of the following would **most likely** result in a higher salary for an employee at a major biotechnical corporation?

   A. a high school diploma
   B. a college degree
   C. ten years experience on an assembly line
   D. a high school dropout

2. The graph below represents the total income of major industries in the United States in 1999. According to the graph, which of the following areas most probably employs the most workers?



   A. Transportation
   B. Services
   C. Trade
   D. Manufacturing

3. In which of the following job sources would a high school dropout be least likely to be employed?

   A. construction
   B. manufacturing
   C. aerospace
   D. mining/drilling

4. Circle one of the following jobs and answer these questions about this employment:

Medical doctor	Construction worker
Farmer	Pharmacist
Teacher	Car salesman

A. What are the educational requirements to hold this job?
B. List one advantage and one disadvantage of holding this job.
C. What type of salary can the holder of this job expect?
D. Describe the job security for this career.

Lesson 2:

Benchmarks: E-1A-M5

Objectives:

Students will be able to discern the criteria necessary in preparing for a specific career.

Procedures:

Discuss answers to yesterday's LEAP review questions.

Students will continue their research on a 21st century career.

Materials:

Student notebooks, student textbooks, career reference materials, computers with access to the internet, student LEAP folders

Evaluation:

Students will prepare a career report that will be turned in within a week, to be shared with the class and graded.

SOCIAL STUDIES
Economics
Grade 8
All About Taxes

Lesson Components:

Benchmark(s)

C-1A-M9	explaining the necessity of taxes and describing the purposes for which tax revenues are used
C-1A-M10	identifying and evaluating different types of taxes
C-1D-M2	identifying the responsibilities of citizens and explaining their importance to the individual and to society
E-1B-M5	identifying different types of taxes and user fees and predicting their consequences
H-1B-M6	explaining the causes and course of the American Revolution and the reasons for the American victory
H-1B-M8	relating the institutions and practice of government established during and after the American Revolution to the foundation of the American political system

Key Concepts

Purpose and types of taxes, paying taxes, types of taxes and user fees

Lesson Duration

Three days

Purpose/Introduction

See individual lessons attached

Objectives

1. Explain why taxes are needed and purposes for which tax monies/revenues are used. (C-1A-M9)
2. Identify the likely source of public funding to address given needs. (C-1A-M9)
3. Identify types of taxes collected by the local, state, or federal government (e.g., Social Security tax, federal/state income tax, sales tax, tariffs). (C-1A-M10)
4. Evaluate a type of tax in an historical context (e.g., why England felt the Stamp Act and Tea Tax were necessary and why they led to the American Revolution). (C-1A-M10, H-1B-M6, H-1B-M8)

5. Identify the rights and responsibilities of citizens in regard to paying taxes and explaining their importance to the individual and to society. (C-1D-M2)
6. Identify various types of taxes and user fees and predict their consequences (e.g., Social Security tax; income, sales, or property tax; tariffs; road tolls, entrance fees to National parks). (E-1B-M5)

Prior Knowledge/Pre-requisites

A basic understanding of the concept of taxes and government revenue
A basic understanding of budgets and the budgeting process
A general understanding of the English colonial period and Early National Period of U. S. history
A general understanding of rights and responsibilities of Americans

Materials/Resources

Student textbooks, student notebooks, student LEAP folders, copy of U. S. Individual Income Tax Form 1040, Louisiana State Income Tax Form, pictures of various projects funded by taxes

Teacher Preparation

The teacher should be familiar with the concepts of taxes and government revenue; the purposes of taxes; the importance of raising revenue for government; the various types of taxes, user fees, and other forms of federal, state, and local government revenue; and the historic record of taxes in the history of the United States.

Body of the Lesson

See overview of the unit on "Financing Federal, State, and Local Governments" and in the individual lessons on this topic.

AMERICAN HISTORY/LOUISIANA HISTORY

FINANCING NATIONAL, STATE AND LOCAL GOVERNMENTS

Objectives:

1. The student will be able to discuss the purposes for taxes and their importance to the individual and to society. (C-1A-M9, C-1D-M2)
2. The student will be able to explain the rights and responsibilities of citizens to pay taxes for the support of the government and public services. (C-1D-M2)
3. The student will be able to cite examples of how taxes had an impact on the history and development of the United States. (C-1A-M10, H-1B-M6, H-1B-M8)
4. The student will be able to evaluate the sources of taxes and other revenue of federal, state, and local governments. (E-1B-M5)
5. The student will be able to distinguish between federal, state, and local forms of revenue. (E-1B-M5)
6. The student will be able to list several types of federal, state, and local taxes and other forms of revenue. (C-1A-M10, E-1B-M5)

Content Outline:

- The concepts of taxes and revenue

- The purposes of taxes and revenue and their importance to the individual and to society (C-1A-M9, C-1D-M2)

- Rights and responsibilities of citizens to pay taxes for the support of the government and public services (C-1D-M2)

- The impact of the issue of taxes on the development of the United States (C-1A-M10)

- Taxes that had a major influence on the history of the United States—Stamp Act of 1765, Tea Act of 1773, Whiskey Tax of 1794 (C-1A-M10)

- Major types of federal, state, and local taxes: (C-1A-M10, E-1B-M5)

- Federal taxes: income, excise, gift, estate (inheritance), and Social Security taxes; and tariffs

- State taxes: income, sales, excise, property, inheritance, and severance taxes

- Local (parish and/or city) taxes: sales and property taxes
- Other types of federal, state, and local revenue: (C-1A-M10, E-1B-M5)
- User fees, federal grants, revenue sharing, matching funds, bonds, special taxes, borrowing money
- Ways in which federal, state, and local taxes and other revenue are used in the local area

Lesson 1:

Benchmarks: C-1A-M9, C-1A-M10, C-1D-M2, H-1B-M6, H-1B-M8

Lesson Outline:

- The concepts of taxes and revenue
- The purposes of taxes and revenue and their importance to the individual and to society (C-1A-M9, C-1D-M2)
- Rights and responsibilities of citizens to pay taxes for the support of the government and public services C-1D-M2)
- The impact of the issue of taxes on the development of the United States (C-1A-M10)
- Taxes that had a major influence on the history of the United States—Stamp Act of 1765, Tea Act of 1773, Whiskey Tax of 1794

Objectives:

1. The student will be able to discuss the purposes for taxes and their importance to the individual and to society. (C-1A-M9, C-1D-M2)
2. The student will be able to explain the rights and responsibilities of citizens to pay taxes for the support of the government and public services. (C-1D-M2)
3. The student will be able to cite examples of how taxes had an impact on the history and development of the United States. (C-1A-M10)

Procedures:

Whole group discussion of the concepts of taxes and revenue, the purposes of taxes and revenue, the importance of revenue for American society, rights and responsibilities to pay taxes, and the historical impact of taxes on the United States

Identify the following:

Terms--taxes, revenue
Laws-- Stamp Act of 1765, Tea Act of 1773, Whiskey Tax of 1794

Students will express their views on the allocation of public funds for various public services and programs, and compare their views with the present method of allocations. (C-1A-M10)

Students will divide into groups of four, and discuss the importance of paying taxes for the support of various public services and programs. Each group will present one report to the class on citizens who fulfill their duties and one report on those who do not. (C-1D-M2) These reports will be placed in a group booklet on "Financing Federal, State, and Local Governments."

Copy review questions into LEAP folders

Materials:

Student textbooks; student notebooks; student LEAP folders

Evaluation/Assignment:

Students will bring in pictures tomorrow of various buildings, services, etc. that are funded by federal, state, and/or local revenue.

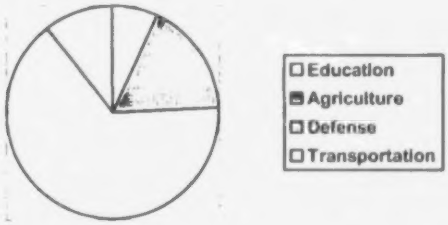
Whole class review of today's lesson

Students will copy the following questions into their LEAP folders and answer them for homework:

1. For which of the following would public tax money **most likely** be used?

   A. to buy a farm
   B. to construct a road
   C. to pay a bank teller's salary
   D. to purchase stock in a corporation

2. Using the graph below, which of the following would be the greatest expense by the national or federal government?



   A. building highways
   B. constructing schools
   C. irrigating farmland
   D. protecting Americans

3. Which of the following is a major legal duty and responsibility of citizens of the United States?

   A. to run for public office
   B. to pay taxes
   C. to hold a job
   D. to own a business

4. Use the headlines to answer the following questions:

COLONISTS DECLARE
"NO TAXATION WITHOUT REPRESENTATION"

COLONISTS DUMP TEA INTO BOSTON HARBOR
TO PROTEST NEW TAX ON TEA

WASHINGTON LEADS ARMY AGAINST
WHISKEY TAX REBELS

A. Place a check in one of the headline boxes above.
B. What was the main issue concerning the box that you checked?
C. How was this tax issue settled?

Lesson 2:

Benchmarks: C-1A-M10, E-1B-M5

Lesson Outline:

- Major types of federal, state, and local taxes: (C-1A-M10, E-1B-M5)
    - Federal taxes: income, excise, gift, estate (inheritance) and Social Security taxes; and tariffs
    - State taxes: income, sales, excise, property, inheritance, and severance taxes
    - Local (parish and/or city) taxes: sales and property taxes

- Other types of federal, state, and local revenue: (C-1A-M10, E-1B-M5)

- User fees, federal grants, revenue sharing, matching funds, bonds, special taxes, borrowing money

- Ways in which federal, state, and local taxes and other revenue are used In the local area

Objectives:

1. The student will be able to evaluate the sources of taxes and other revenue of federal, state, and local governments. (E-1B-M5)
2. The student will be able to distinguish between federal, state, and local forms of revenue. (E-1B-M5)
3. The student will be able to list several types of federal, state, and local taxes and other forms of revenue. (C-1A-M10, E-1B-M5)

Procedures:

Whole group discussion of major types of federal, state, and local taxes and other types of government revenue, and ways in which taxes and revenue are used in the local area

Identify the following:

Terms — income taxes, excise taxes, gift tax, Social Security taxes, tariffs, sales taxes, property taxes, inheritance, and severance taxes

Distribute copies of the U. S. Individual Income Tax Form 1040 and the Louisiana State Income Tax Form to students, and conduct a very brief and general presentation on them.

Materials:

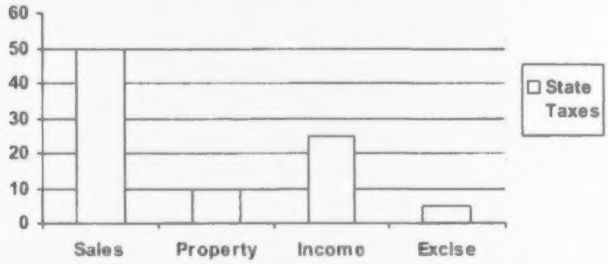
Student textbooks; student notebooks; copy of U. S. Individual Income Tax Form 1040, Louisiana State Income Tax Form; and pictures of various projects, etc. funded by federal, state, or local taxes; student LEAP folders

Evaluation/Assignment:

Whole class review of today's lesson

Students will copy the following questions into their LEAP folders and answer them for homework:

1. Using the graph below, which of the following is the largest source of taxes for state revenue in Louisiana:



   A. Sales Taxes
   B. Property Taxes
   C. Income Taxes
   D. Excise Taxes

2. Which of the following would be a state or local government way to raise revenue, but is **not** a tax used by the national government:

   A. Income tax
   B. Excise tax
   C. Inheritance tax
   D. Sales tax

3. A tax on specific goods such as gasoline, tobacco, and soft drinks is:

   A. an income tax
   B. a gift tax
   C. an excise tax
   D. a severance tax

4. A state tax placed on a mineral that is taken from the ground is:

   A. an income tax
   B. a gift tax
   C. an excise tax
   D. a severance tax

5. Your town has decided to build a public hospital and must decide on the best way to fund its construction. Use the following information to answer the questions below:

Possible Sources of Funding

User Fees	Federal Grants
Excise Taxes	Severance Taxes
Sales Taxes	Estate Taxes
Property Taxes	Bonds

A. Circle three of the forms of revenue in the box above.

B. How could each of the three forms of revenue that you circled be used to fund the hospital?

C. Which citizens in your town might be opposed to your three sources for funding the hospital? Why?

Lesson 3:

Benchmarks: C-1A-M10, E-1B-M5

Objectives:

1. Students will be able to distinguish between federal, state, and local forms of revenue. (E-1B-M5)
2. The student will be able to list several types of federal, state, and local taxes and other forms of revenue. (C-1A-M10, E-1B-M5)

Procedures:

Discuss answers to yesterday's LEAP review questions.

Students will create an individual chart in which they will identify various taxes collected by federal, state, and local governments. (C-1A-M10) They will then create a group chart and include it within their group booklet on "Financing Federal, State, and Local Governments."

Students will divide into their groups and complete their booklets. They will add their pictures of buildings, services, etc., that are funded by federal, state, or local taxes.

Evaluation:

Group booklets will be graded and placed on display within the classroom.

Social Studies
Economics
Grade 8
What Will I Do?

Overview:

Working people all over the world realize that certain goods and products cannot be purchased unless they can afford to purchase them. In this lesson, the students will make their own decisions based on sound economic concepts as they apply to interdependence of career options and household preferences.

The students will work independently or cooperatively while taking on the role of a working individual in the field of their choice in economic decision-making.

This activity will require children to analyze, interpret, observe, rationalize, and theorize which are basic concepts of economics.

Duration:

The lesson will take two class periods (90 minutes each).

Benchmarks:

E – 1A – M1 Describing how the scarcity of resources necessitates decision making at both personal and societal levels.

E – 1A – M3 Analyzing the consequences and opportunity cost of economic decisions.

E – 1A – M5 Giving examples of how skills and knowledge increase productivity and career opportunities. (This benchmark is reflected on every test form.)

Teacher Preparation:

1. Purchase a class set (one **set** for **each** class) of newspapers.
2. Have glue, scissors, and construction paper for each student.
3. Make copies of hand-out.

Materials:

Class set of newspapers
Glue, Scissors

Opener:

1. Lead a group discussion on purpose of activity.
   Purpose: The purpose of this activity is to allow you to make important decisions about your future. (Career, House, Car)
2. Allow students to provide feedback about their career choice. Record responses on overhead or board.
3. Through out the discussion, ask students about how they plan to prepare for this choice. (education, training, skills)

Body of Lesson

1. After the group discussion, distribute the classified section of the newspaper to each student or groups of students.
2. The students will cut out one classified ad for the job and salary of their choice and glue onto construction paper.
3. The students will also cut out an advertisement and/or picture of the car and house of their choice along with the price and glue onto construction paper.
4. With all three advertisements on construction paper, allow the students about five minutes of observation time to compare results.
5. Instruct students to reflect about the activity they completed. Now, they will write a detailed essay explaining how they will obtain this job including dates, education, training, and skill mastery for competition in the job market.
6. Have each student accompany his/her essay with a creative and eye-catching time-line depicting the information in their essay.

Closing

Based on the newspaper search, essay assignment, and time line activity, encourage students to seriously consider the endless possibilities of productive citizens who invest in sound career-making decisions.

Extensions

1. Have students institute a school-wide career day with invited professionals and specialists.

2. Enlist students to invite guest speakers in their area of interest to come and speak to the class or school on their profession.

Assessment

Short Answer: Discuss some choices and decision you faced when developing your plan of action.

Constructed Response: Education helps people gain skills and knowledge that make them more productive and increase their career opportunities.

Jessica has a decision to make. She can quit college to become manager of a pet shop, or she can stay in school for 4 years and complete her degree in business management. What would you advise Jessica to do? Write a letter to her in which you support (explain) your advice with two reasons.

SOCIAL STUDIES
Geography/United States History
Grade 8
The Oregon Country

Lesson Components:

Benchmarks

G-1A-M2	interpreting and developing maps, globes, graphs, charts, model, and databases to analyze spatial distributions and patterns
G-1B-M1	explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns
G-1B-M2	identifying and describing significant physical features that have influenced historical events
G-1C-M7	explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface
G-1D-M1	analyzing and evaluating the effects of human actions upon the physical environment
G-1D-M2	explaining and giving examples of how characteristics of different physical environments affect human activities
C-1B-M4	analyzing the ways in which political and social conflict can be peacefully resolved
C-1C-M1	describing how the world is organized politically and explaining the means by which nation-states interact
E-1B-M7	describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies
H-1A-M1	describing chronological relationships and patterns
H-1A-M2	demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred
H-1A-M3	analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history

H-1A-M5	identifying issues and problems from the past and evaluating alternative courses of action
H-1B-M9	describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers

Key Concepts

Latitude/longitude; physical features of places: land forms and bodies of water/waterways, latitudinal location; human phenomena associated with places: migration, settlement patterns, land use; criteria used to define regions: physical features, human settlement patterns, land use; territorial expansion; upland regions; landlocked areas; forests/timberland; Westward movement; diplomacy; treaty; international trade; impact of government policies; chronology; major historical issues/problems; course of action; timeline; change over time; historical analysis; alternative courses of action; Manifest Destiny

Lesson Duration

5 days

Purpose/Introduction

See individual lessons attached

Objectives

1. Read and interpret a map, using a map key/legend and symbols, distance scale, compass rose, and cardinal or intermediate directions. (G-1A-M2)
2. Use latitude (parallels) and longitude (meridians) to determine direction and locate points on a map. (G-1A-M2)
3. Locate major land forms and geographic features, places, and waterways on a map of the United States. (G-1A-M2)
4. Add features to a map based on given narrative information, showing key towns, land forms, and bodies of water associated with the Oregon Trail and the Oregon Country. (G-1A-M2)
5. Describe or analyze the distinguishing physical and/or human characteristics of a given place (e.g., land forms, settlement patterns). (G-1B-M1)
6. Identify regions of the U. S. in terms of their primary physical characteristics. (G-1B-M1)
7. Identify land and climatic conditions conducive to human settlement in North America. (G-1B-M1)
8. Describe how land forms (e.g., the Rocky Mountains) affect migration and settlement patterns. (G-1B-M1)

9. Evaluate and use information on a map (e.g., identify the most appropriate place for a settlement, given a map and a list of potential settlers' needs/goals). (G-1B-M1)
10. Identify ways in which location and physical features (e.g., bodies of water, waterways, mountains) generally influence the development or life of a region. (G-1B-M2)
11. Explain conditions and motivations that contribute to conflict or cooperation within and among nations (e.g., territorial expansion). (G-1C-M7)
12. Identify or explain examples of cooperation, conflict, and ways societies interact to meet their needs (e.g., trade/political treaties). (G-1C-M7)
13. Predict the effects of potential environmental modifications on natural resources, or plant or animal life. (G-1D-M1)
14. Identify or describe the benefits or challenges inherent in a particular environment. (G-1D-M2)
15. Analyze ways in which a physical environment affects its inhabitants' way of life. (G-1D-M2)
16. Explain or give examples of how people adapt to living in a particular physical environment. (G-1D-M2)
17. Propose a peaceful way to resolve a political or societal conflict or to institute change, in terms of a given scenario. (C-1B-M4)
18. Explain any of the various means by which nations interact. (C-1C-M1)
19. Describe historical and economic factors influencing the economic growth and development of the nation. (E-1B-M7)
20. Chronologically organize major events and personalities in U. S. history. (H-1A-M1)
21. Compare or contrast events or ideas from the past with events or ideas in the present, demonstrating awareness of differing political, social, or economic context. (H-1A-M2)
22. Explain how a historical figure, idea, or event influenced or changed the course of history. (H-1A-M3)
23. Evaluate alternative courses of action in terms of their positive and negative consequences. (H-1A-M5)
24. Explain westward movement of the United States, the changes it created, and its effects on relations with Native Americans. (H-1B-M9)
25. Explain Manifest Destiny and its economic, political, racial, and religious roots. (H-1B-M9)
26. Describe diplomatic and political developments that led to the resolution of conflicts with Britain, Spain, and Russia from 1815 to 1850. (H-1B-M9)

Prior Knowledge/Pre-requisites

A basic and working knowledge of U. S. politics in the early 1800's, the Lewis and Clark Expedition of 1804-06, the political environment of the U. S. between 1820 and 1846 concerning westward expansion, and of the configuration of the future contiguous boundaries of the U. S.

Materials/Resources

Student notebooks, student textbooks, maps of the U. S. and of the Oregon Country, overhead projector, crossword puzzle of Oregon, student LEAP folders

Teacher Preparation

The teacher should have an understanding of the American political environment regarding westward expansion between 1803 and 1860; of the concept and far-reaching impact of Manifest Destiny on the course of U. S. history; and of the political, social, and economic impact and consequences of the U. S. acquisition of the Oregon Territory.

Body of the Lesson

See overview of the unit on "The Oregon Country."

UNITED STATES HISTORY

THE OREGON COUNTRY

Objectives:

1. Students will be able to describe and analyze the concept of Manifest Destiny and its impact on the westward expansion of the U. S. after 1800. (H-1B-M9)
2. Students will be able to describe and analyze the conflicting claims to the Oregon Country. (G-1C-M7, C-1B-M4, C-1C-M1, E-1B-M7, H-1A-M5, H-1B-M9)
3. Students will be able to locate major sites and geographical features on maps of the United States and Oregon Country. (G-1A-M2, G-1B-M1)
4. Students will be able to trace the route of settlers along the Oregon Trail. (G-1A-M2)
5. Students will be able to describe the hazards encountered and hardships endured by settlers on the Oregon Trail. (G-1D-M2)
6. Students will be able to construct a time line on the major events surrounding the settlement of the Oregon Country. (H-1A-M1)
7. Students will be able to explain how significant physical features influenced settlers to and in the Oregon Country. (G-1B-M1, G-1B-M2)
8. Students will be able to evaluate the effects of settlers on the physical environment of Oregon, and the impact of the environment and geography on settlers. (G-1D-M1)
9. Students will be able to trace the major events surrounding the settlement of the Oregon Country. (H-1A-M3)
10. Students will be able to discuss the final settlement of the Oregon question. (G-1C-M7, C-1B-M4, C-1C-M1, H-1A-M5)
11. Students will be able to analyze the westward movement and Manifest Destiny, explaining their political, economic, and social impact on the course of American history. (H-1A-M2, H-1B-M9)

Content Outline:

Manifest Destiny

- American attitudes in the mid-1840's toward territorial expansion
- Economic, political, racial, and religious roots of Manifest Destiny (H-1B-M9)
- The impact of Manifest Destiny on the future course of American history (H-1A-M2, H-1B-M9)

The Oregon Country

- Location (G-1A-M2, G-1B-M1)

- Exploration and importance of the Oregon Country (E-1C-M7, H-1A-M2)

  - The Lewis and Clark expedition of 1804-06
  - The fur trade
  - The "mountain men" (H-1A-M3)
  - The lure of settlers to Oregon
  - Conflicting claims to the Oregon Country (G-1C-M7, C-1B-M4, C-1C-M1, H-1A-M5, H-1B-M9)

- The Oregon Trail

  - Location and importance of the trail (G-1A-M2)
  - Hazards and hardships encountered by settlers (G-1B-M1)

- Settlement of the Oregon Territory

  - Arrival of Marcus and Narcissa Whitman in 1837 (H-1A-M3)
  - The impact of geography upon immigrants and settlers to and in Oregon (G-1B-M1, G-1B-M2, G-1D-M2)
  - Political, economic, and social effects of settlements on Native Americans in Oregon (E-1B-M7, H-1B-M9)

- U. S. acquisition of the Oregon Territory in 1846

  - The Presidential election of 1844
  - "Fifty-four forty or fight!"
  - Division of the Oregon Country between the U. S. and Britain (G-1A-M2, C-1B-M4, H-1A-M5, H-1B-M9)
  - The impact of the Oregon acquisition on the future course of American history (G-1D-M1, H-1A-M2, H-1B-M9)

Lesson 1: (2 days)

Benchmarks: G-1A-M2, G-1B-M1, G-1C-M7, C-1B-M4, C-1C-M1, E-1C-M7, H-1A-M2, H-1A-M3, H-1A-M5, H-1B-M9

Lesson Outline:

Manifest Destiny

- American attitudes in the mid-1840's toward territorial expansion
- Economic, political, racial, and religious roots of Manifest Destiny (H-1B-M9)
- The impact of Manifest Destiny on the future course of American history

The Oregon Country

- Location (G-1A-M2, G-1B-M1)
- Exploration and importance of the Oregon Country (E-1C-M7, H-1A-M2)
  - The Lewis and Clark expedition of 1804-06
  - The fur trade
  - The "mountain men" (H-1A-M3)
  - The lure of settlers to Oregon
  - Conflicting claims to the Oregon Country (G-1C-M7, C-1B-M4, C-1C-M1, H-1A-M5, H-1B-M9)

Objectives:

1. Students will be able to describe and analyze the concept of Manifest Destiny and its impact on the westward expansion of the U. S. after 1800. (H-1B-M9)
2. Students will be able to describe and analyze the conflicting claims to the Oregon Country. (G-1C-M7, C-1B-M4, C-1C-M1, E-1B-M7, H-1A-M5, H-1B-M9)
3. Students will be able to locate major sites and geographical features on maps of the United States and Oregon Country. (G-1A-M2, G-1B-M1)

Procedures:

Whole group discussion and review of Manifest Destiny, and the location, exploration, and importance of the Oregon Country

Identify the following:

Terms—Manifest Destiny, Oregon Country, mountain men, American Fur Company
Persons—Sir Francis Drake, Lewis and Clark, Horace Greeley, John Jacob Astor, Jedediah Smith, James Beckwourth, Marie Dorion

Places—Oregon Country, 54°40' parallel, Alaska, 49th parallel, 42nd
parallel, Rocky Mountains, Columbia River, Snake River,
Pacific Ocean

Dates—1804-06, 1818

Complete a map of the U. S. in 1818

Begin completing a map of the Oregon Country

Begin completing a timeline of the period from 1579 to 1818—visit to the Oregon coast by Sir Francis Drake in 1579, Louisiana Purchase in 1803, the Lewis and Clark expedition of 1804-06, and the decision by the U. S. and Britain to jointly occupy the Oregon Country in 1818.

Complete a crossword puzzle of the Oregon Country.

Copy review questions into LEAP folders

Materials:

Student notebooks, student textbooks, overhead projector, crossword puzzle of Oregon, student LEAP folders

Evaluation:

Whole class review of today's lesson

Crossword puzzle on the Oregon Country

Students will copy the following questions into their LEAP folders and answer them for homework:

1. The belief in the early and mid-1800's that the U. S. was meant to expand to the Pacific was:

   A. Oregon Trail
   B. Westward Movement
   C. Monroe Doctrine
   D. Manifest Destiny

2. Which of the following events concerning the settlement of the Oregon Country occurred **first**?

   A. Oregon was divided between the U. S. and Britain
   B. exploration of the Columbia River by Lewis and Clark
   C. the U. S. acquired the Louisiana Purchase Territory
   D. the Whitmans arrived in Oregon

3. The physical location of the Oregon Country was between the:
   A. 54°40' and 42nd parallels
   B. Snake and Missouri rivers
   C. 49th and 35th parallels
   D. Atlantic and Pacific oceans

4. Which of the following countries did **not** claim the Oregon Country in the early 1800's?

   A. Spain
   B. France
   C. Russia
   D. Britain

5. By the early 1840's, many Americans believed that the U. S. had a mission to spread its influence and power to the Pacific Ocean. Answer the following questions concerning the U. S policy of Manifest Destiny:

   A. Give one economic, political, racial, and religious characteristic of Manifest Destiny as it applied to U. S. expansion westward in the mid-1800's.

      Economic:

      Political:

      Racial:

      Religious:

   B. How did Manifest Destiny affect U. S. expansion into the Oregon Country after 1830?

SOCIAL STUDIES
Geography/United States History
Grade 8
Amazing Africa

Lesson Components:

Benchmarks

G-1A-M2	interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns
G-1B-M1	explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns
G-1B-M2	identifying and describing significant physical features that have influenced historical events
G-1B-M3	identifying criteria used to define regions and explaining how and why regions change
G-1B-M4	describing and explaining how personal interests, culture, and technology affect people's perceptions and uses of places and regions
G-1C-M1	predicting and explaining how physical features help to shape patterns and arrangements in the physical environment
G-1C-M3	describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization
G-1C-M4	analyzing types, patterns, and effects of human migration over time
G-1C-M5	tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects
G-1C-M6	comparing historical and contemporary patterns of economic interdependence
G-1C-M7	explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface
G-1D-M2	explaining and giving examples of how characteristics of different physical environments affect human activities
G-1D-M3	analyzing the worldwide distribution and utilization of natural resources
C-1A-M2	describing the essential characteristics of various systems of government
C-1C-M1	describing how the world is organized politically and explaining the means by which nation-states interact
E-1A-M1	describing how the scarcity of resources necessitates decision making at both personal and societal levels
E-1B-M5	identifying different types of taxes and user fees and predicting their consequences
E-1B-M6	determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results
H-1A-M1	describing chronological relationships and patterns
H-1A-M2	demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred

H-1A-M3	analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history
H-1A-M4	analyzing historical data using primary and secondary sources
H-1A-M5	identifying issues and problems from the past and evaluating alternative courses of action
H-1A-M6	conducting research in efforts to answer historical questions
H-1C-M10	analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas
H-1C-M11	analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa

Key Concepts

Equator, tropics, physical features of places: land forms and bodies of water/ waterways, latitudinal location, climatic zones, precipitation patterns, vegetation, ecosystems; human phenomena associated with places: migration, settlement patterns, land use; criteria used to define regions: physical features, human settlement patterns, land use, cultural or political similarities; population characteristics: migration, religion; trade; economic interdependence; territorial expansion; physical environments: rain forest, agricultural land, upland regions, landlocked areas; natural resources: forests/timberland, oil and natural gas, minerals in the earth (gold, copper, diamonds), plants; systems of government; political organization of the world (nation-states); diplomacy; treaty; economic wants: economic choice/decisions; productivity; barter; international trade; types of taxes; impact of government policies; worldwide interdependence; chronology; major historical issues/problems; course of action; timeline; change over time; historical analysis; alternative courses of action; African civilizations: Ghana, Mali, Songhai; da Gama; cultural diffusion

Lesson Duration

10 days

Purpose/Introduction

See individual lessons attached

Objectives

1. Read and interpret a map, using a map key/legend and symbols, distance scale, compass rose, and cardinal or intermediate directions. (G-1A-M2)
2. Locate major land forms and geographic features, places, and waterways on a physical map of Africa. (G-1A-M2)

3. Locate major points/features on maps of Africa, early West Africa empires, and early city-states of East Africa. (G-1A-M2)
4. Add features to a map based on given narrative information, such as key cities, major land forms, bodies of water, etc. (G-1A-M2)
5. Describe or analyze the distinguishing physical and/or human characteristics of given areas in Africa. (G-1B-M1)
6. Identify physical features that influenced historical events in Africa and describe their influence. (G-1B-M2)
7. Identify ways in which location and physical features (e.g., bodies of water, waterways, mountains, deserts) generally influenced the development or life of various regions in Africa. (G-1B-M2)
8. Identify physical or other criteria used to define regions in Africa, or apply criteria to distinguish one region from another. (G-1B-M3)
9. Explain how or why specific regions in Africa are changing as a result of physical phenomena (e.g., encroachment of the desert). (G-1B-M3)
10. Explain how goals and interests affect the uses of places or regions. (G-1B-M3)
11. Explain how technological advances and modern innovations affect the uses of places. (G-1B-M3)
12. Explain why humans settled and formed societies in specific regions of Africa, or why immigrant groups settled in specific areas of Africa. (G-1C-M1)
13. Identify political, cultural, and economic motives for migration (e.g., to escape severe and chronic climate changes such as drought). (G-1C-M1)
14. Explain patterns of rural/urban migration, or the positive and negative consequences of urban development. (G-1C-M3)
15. Explain the role of geographical factors in migration. (G-1C-M4)
16. Describe the factors that contribute to cultural diffusion (e.g., trade of goods/ services). (G-1C-M5)
17. Describe parallels (or describe differences) between an historical and contemporary example of economic interdependence (based on given information concerning Africa). (G-1C-M6)
18. Explain conditions and motivations that contribute to conflict or cooperation with and among nations (e.g., natural resource needs, territorial expansion). (G-1C-M7
19. Identify or explain examples of cooperation, conflict, and ways societies interact to meet their needs (e.g., trade/political treaties). (G-1C-M7)
20. Identify or describe the benefits or challenges inherent in a particular environment. (G-1D-M2)
21. Analyze ways in which a physical environment affects its inhabitants' way of life. (G-1D-M2)
22. Explain or give examples of how people adapt to living in a particular physical environment. (G-1D-M2)
23. Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export. (G-1D-M3)
24. Explain any of the various means by which nations interact. (C-1C-M1)
25. Analyze situations involving scarcity (limited resources) at the individual, group, or societal level to determine the need for choices or what is gained/lost by a decision. (E-1A-M1)

26. Explain reasons for trade between nations and the impact of international trade. (E-1B-M6)
27. Demonstrate an understanding of elapsed time between and within time periods. (H-1A-M1)
28. Explain change or continuity over time (e.g., explain how a society has changed over a given period of time) based on information in stimulus material. (H-1A-M2)
29. Explain how a given historical figure influenced or changed the course of history. (H-1A-M3)
30. Interpret or analyze historical data in a map, table, or graph to illuminate historical factors or trends. (H-1A-M4)
31. Identify historical issues or problems and possible courses of action to address them. (H-1A-M5)
32. Analyze given source material to distinguish opinion or propaganda from fact. (H-1A-M6)
33. Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Africa. (H-C-M10)
34. Identify effects of trade on the economic and cultural development of Africa. (H-1C-M11)

Prior Knowledge/Pre-requisites

Basic knowledge of continents and location of Africa on a map or globe

Materials/Resources

Student notebooks; student textbooks; overhead projector; map of the world's continents and oceans; physical, climate, and land use/products maps of Africa; political map of the major regions of Africa; maps of early West and East African kingdoms; map of Colonial Africa in 1914; political map of Africa today; artifacts on Africa; crossword puzzles on Africa; student LEAP folders

Teacher Preparation

The teacher should have a basic and working knowledge of the physical geography of, early history of, present location of countries in, and major challenges facing Africa.

Body of the Lesson

See overview of the unit on "Africa."

WORLD HISTORY

AFRICA

Objectives:

1. Students will be able to interpret and complete physical, political, and historical maps of Africa . (G-1A-M2, G-1B-M1)
2. Students will be able to identify major regions and countries in Africa. (G-1B-M3, C-1C-M1)
3. Students will be able to locate and add important physical features to a map of Africa. (G-1B-M1)
4. Students will be able to match climates of individual regions with physical features and location in Africa. (G-1B-M1, G-1B-M3)
5. Students will be able to explain how physical features influenced life in various regions of Africa. (G-1B-M2, G-1C-M1, G-1D-M2)
6. Students will be able to identify various motives for migration patterns in Africa. (G-1B-M2, G-1C-M3, G-1C-M4)
7. Students will be able to identify important resources found in Africa and their major uses. (G-1B-M2, G-1D-M3, E-1A-M1)
8. Students will be able to trace the evolution of West African empires from 300 to 1591 AD. (G-1C-M4, C-1A-M2, H-1A-M1, H-1C-M10)
9. Students will be able to explain the tax structure of Ghana. (E-1B-M5)
10. Students will be able to explain the contributions made by Mansa Musa to African culture in West Africa. (C-1A-M2, H-1A-M3, H-1A-M6)
11. Students will be able to explain the role of trade in the West African empires of Ghana, Mali, and Songhai. (G-1B-M4, G-1C-M6, G-1D-M3, E-1B-M6)
12. Students will be able to explain the importance of the trade network between the city-states of East Africa with Arab and Oriental regions. (G-1D-M3, E-1A-M1, E-1B-M6, H-1C-M11)
13. Students will be able to explain the impact of European explorers on West and East African coasts between the 1400's and 1600's. (G-1B-M4, H-1A-M3, H-1C-M10)
14. Students will be able to explain the impact of the African slave trade on West and East African empires after 1500, and its impact on the New World territories. (H-1A-M2, H-1A-M3, H-1A-M4, H-1A-M5, H-1A-M6, H-1A-M10)
15. Students will be able to explain the impact that European colonization had on Africa after 1870. (G-1B-M4, G-1C-M5, G-1C-M6, G-1C-M7, G-1D-M3, C-1A-M1, E-1B-M6, H-1A-M2, H-1A-M3, H-1A-M5, H-1C-M10)
16. Students will be able to describe and analyze the contributions of various groups to and their impact on the history of Africa. (G-1C-M5, H-1C-M11)
17. Students will be able to identify major nations and challenges in Africa today. (C-1C-M1)

Content Outline:

- Major regions and countries (G-1B-M1, G-1B-M2, G-1B-M3)
  - North Africa
  - West Africa
  - Central Africa
  - East Africa
  - Southern Africa
- The Geography of Africa (G-1A-M2, G-1B-M1, G-1B-M2, G-1B-M3, G-1B-M4, G-1C-M1, G-1C-M6, G-1D-M2, G-1D-M3, E-1A-M1, E-1B-M6)
  - Location
  - Physical features
  - Climate
  - Resources
  - Agriculture
  - Manufacturing
- The History of Africa (H-1A-M1, H-1A-M2, H-1C-M10, H-1C-M11)
  - Ancient West Africans (G-1A-M2, G-1B-M1, G-1B-M4, G-1C-M5)
    - Nok culture
    - Soninkes
  - West African empires (300—1591 AD) (G-1C-M4, G-1C-M5, H-1A-M4)
    - Empire of Ghana (300—1087 AD)
      - Location (G-1A-M2)
      - Ironworking (G-1B-M4, G-1C-M6, G-1D-M3, E-1B-M6)
      - Height of Ghana power and influence
        - Heritage from the Soninkes
        - Trading of gold and ivory (G-1B-M4, G-1C-M6, G-1D-M3, E-1B-M6)
        - Tax structure (E-1B-M5)
        - Importance of the city of Kumbi (G-1C-M3)
        - Decline and conquest of Ghana (H-1C-M10)

- Empire of Mali (1235-1468)
  - Location (G-1A-M2)
  - The Mandinkas
  - Height of Mali power and influence
    - Rule of Mansa Musa (1312-1337) (C-1A-M2, H-1A-M3
    - Trading of gold, ivory, cotton, and cattle (G-1B-M4, G-1C-M6, G-1D-M3, E-1A-M1, E-1B-M6
    - Spread of Muslim culture (G-1C-M3)
    - Importance of the cities of Timbuktu and Jenne (G-1C-M3)
    - Decline and conquest of Mali (H-1C-M10)
- Empire of Songhai (1464-1591)
  - Location (G-1A-M2)
  - Influence of Sunni Ali and Askia Muhammad (1464-1528) (C-1A-M2)
    - Development of Timbuktu as a center of learning and Jenne as a center for medicine (G-1B-M4, G-1C-M3, G-1C-M6)
    - Spread of Islam in the Songhai Empire
  - Decline and conquest of Songhai (H-1C-M10)
- Other West African empires—Benin and Kanem-Bornu (G-1A-M2)

- City-states of East Africa (G-1A-M2, G-1B-M1, G-1C-M5)
  - Creation of East African coastal city-states: Mogadishu, Malindi, Mombasa, Kilwa, Zanzibar, Zella, and Great Zimbabwe (G-1C-M3)
  - Development of trade with Arab and Oriental merchants by the 700's AD (G-1D-M3, E-1A-M1, E-1B-M6)
  - The Swahili culture of East Africa
- Arrival of European explorers on the West and East African coasts (G-1A-M2, G-1B-M1, G-1C-M5, G-1C-M7, G-1D-M3, C-1A-M2, H-1A-M2, H-1A-M4)
  - The Portuguese in the 1400's and 1500's (H-1A-M3)
  - Colonization of the African coast by the Dutch and French in the 1600's (G-1B-M2, G-1B-M4, G-1C-M4, G-1C-M6, E-1B-M6)

- The development of the African slave trade in West Africa (E-1A-M1, H-1A-M2, H-1A-M5, H-1A-M6)
- The destruction of West and East African empires after 1500

Colonization of Africa by Europeans by 1914 (G-1C-M4, G-1C-M5, G-1C-M6, C-1A-M2, C-1C-M1, H-1A-M2, H-1A-M3, H-1A-M5)

- Major colonial powers in Africa
- Major African colonies (G-1A-M2, G-1B-M1)
- Exploitation of African resources (G-1B-M2, G-1B-M4, G-1D-M3, E-1A-M1, E-1B-M6)
- Effects of colonial rule (G-1C-M7)

Africa after World War II

- The independence movement (G-1A-M2, G-1C-M5, G-1C-M7, C-1C-M1, H-1A-M3)
- Overall contributions and impact of various groups on the history Africa (G-1C-M5, H-1C-M11)
- Major nations in Africa today (C-1C-M1)
- Major challenges for Africans today (C-1C-M1)

Lesson 1: (1-2 days)

Benchmarks: G-1A-M2, G-1B-M1, G-1B-M2, G-1B-M3, G-1B-M4, G-1C-M1
G-1C-M6, G-1D-M2, G-1D-M3, E-1A-M1, E-1B-M6

Lesson Outline:

Major regions and countries (G-1B-M1, G-1B-M2, G-1B-M3)

- **North Africa**
- **West Africa**
- **Central Africa**
- **East Africa**
- **Southern Africa**

The Geography of Africa (G-1A-M2, G-1B-M1, G-1B-M2, G-1B-M3, G-1B-M4, G-1C-M1, G-1C-M6, G-1D-M2, G-1D-M3, E-1A-M1, E-1B-M6)

- **Location**
- **Physical features**
- **Climate**
- **Resources**
- **Agriculture**
- **Manufacturing**

Objectives:

1. Students will be able to interpret and complete physical, political, and historical maps of Africa . (G-1A-M2, G-1B-M1)
2. Students will be able to identify major regions and countries in Africa. (G-1B-M3, C-1C-M1)
3. Students will be able to locate and add important physical features to a map of Africa. (G-1B-M1)
4. Students will be able to match climates of individual regions with physical features and location in Africa. (G-1B-M1, G-1B-M3)
5. Students will be able to explain how physical features influenced life in various regions of Africa. (G-1B-M2, G-1C-M1, G-1D-M2)
6. Students will be able to identify various motives for migration patterns in Africa. (G-1B-M2, G-1C-M3, G-1C-M4)
7. Students will be able to identify important resources found in Africa and their major uses. (G-1B-M2, G-1D-M3, E-1A-M1)

Procedures:

Whole group discussion and review of the geography of Africa—location, physical features, climate, resources, agriculture, manufacturing; and of major regions and countries in Africa

Identify the following:

Terms—savannah, tropical, subtropical, semiarid, arid, rain forest, steppe, slash and burn, millet, sorgham, cacao

Places:

Continents—North America, South America, Europe, Africa, Asia, Australia, Antarctica

Oceans—Arctic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Antarctic Ocean

Africa—

Regions—North, West, East, Central, Southern

Waterforms—Mediterranean Sea, Strait of Gibraltar, Red Sea, Suez Canal, Gulf of Aden, Mozambique Channel, Gulf of Guinea, Lake Chad, Lake Victoria, Nile River, Niger River, Senegal River, Gambia River, Volta River, Zambezi River, Orange River, Limpopo River, Zaire (Congo) River, Victoria Falls

Landforms—Atlas Mountains, Ethiopian Highlands, Drakensberg Mountains, Mt. Kilimanjaro, Sahara Desert, Kalahari Desert, Sahel, Madagascar, Horn of Africa, Cape of Good Hope

Latitudes—Tropic of Cancer, Equator, Tropic of Capricorn

- Complete a map of the world's continents and oceans.
- Complete physical, climate, and land use/products maps of Africa.
- Complete a political map of the major regions of Africa today.
- Complete a crossword puzzle of the geography of Africa.

Copy review questions into LEAP folders

Materials:

Student notebooks; student textbooks; overhead projector; map of the world's continents and oceans; physical, climate, and land use/products maps of Africa; political map of the major regions of Africa; crossword puzzle of African geography; student LEAP folders

Evaluation:

Whole class review of today's lesson

Crossword puzzle on the geography of Africa

Students will copy the following questions into their LEAP folders and answer them for homework:

1. Using your political map of Africa, which of the following countries would **not** be in the West Africa region:

    A. Sudan
    B. Mali
    C. Nigeria
    D. Gambia

2. Which of the following waterforms makes up part of the eastern border of Africa:

    A. Atlantic Ocean
    B. Mediterranean Sea
    C. Pacific Ocean
    D. Indian Ocean

3. Using your physical map of Africa, which of the following landform would be most common at 20°N latitude:

    A. Sahel
    B. deserts
    C. mountains
    D. tropical rainforests

4. Using your political and physical maps of Africa, which of the following geographic features is located in the East Africa region:

    A. Mount Kilimanjaro
    B. Atlas Mountains
    C. Cape of Good Hope
    D. Zaire (Congo) River

5. Which of the following types of climate does the North Africa region have mostly:

   A. tropical
   B. subtropical
   C. semiarid
   D. arid

6. Answer the following questions using your physical, political, climate, and land use/products maps of Africa.

   A. Circle one of the following regions of Africa:

      North Africa
      West Africa
      Central Africa
      East Africa
      Southern Africa

   B. For the region that you circled above, answer the following questions:

      1. Name all of the countries that are located in this region.
      2. Name four physical features found within this region.
      3. Describe the type of climate that most of this region has.
      4. Name the major way in which the land is used in this region.
      5. Name three major products of this region.

SOCIAL STUDIES
Geography/Civics/History
Grade 8
War of 1812

Part 1: Lessons 1 & 2

Lesson Components:

Benchmark(s)

G-1A-M2	interpreting and developing maps, globes, graphs, charts, model, and databases to analyze spatial distributions and patterns
G-1B-M2	identifying and describing significant physical features that influenced historical events
G-1D-M2	explaining and giving examples of how characteristics of different physical environments affect human activities
C-1A-M7	explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws
C-1B-M3	explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents
C-1B-M4	analyzing the ways in which political and social conflict can be peacefully resolved
C-1D-M3	discussing issues involving the rights and responsibilities of individuals In American society
H-1A-M1	describing chronological relationships and patterns
H-1A-M3	analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history
H-1A-M4	analyzing historical data using primary and secondary sources
H-1A-M5	identifying issues and problems from the past and evaluating alternative courses of action
H-1B-M9	describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers
H-1D-M1	describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana
H-1D-M3	identifying and discussing the major conflicts in Louisiana's past
H-1D-M4	locating and describing Louisiana's geographic features and examining their impact on people past and present

Key Concepts

Landforms, bodies of water, waterways, physical features, levee, canal, democracy, republic, documents core to U. S. democracy, United States Constitution, Bill of Rights, war, military service, timeline, alternative courses of action, War of 1812 (causes, course, and consequences)

Lesson Duration

Five days

Purpose/Introduction

See individual lessons attached.

Objectives

1. Locate major land forms and geographic features, places, bodies of water/waterways on a map of Louisiana and the United States. (G-1A-M2)
2. Add features to a map based on given narrative information, such as showing the location of capital or key cities, major land forms, bodies of water, battle sites, etc. (G-1A-M2)
3. Determine how land and water features influence historical events. (G-1B-M2)
4. Identify the role of the Mississippi River and the swamp in the Battle of New Orleans. (G-1B-M2)
5. Identify ways in which location and physical features contributed to the American victory over the British at the Battle of New Orleans. (G-1B-M2)
6. Explain or give examples of how people adapt to living in a particular physical environment. (G-1D-M2)
7. Discuss the importance of the rule of law in the American constitutional system. (C-1A-M7)
8. Explain the meaning and importance of other ideas essential to American constitutional democracy (e.g., basic freedoms) or analyze these ideas in core documents (e.g., Declaration of Independence, Bill of Rights, major speeches/texts). (C-1B-M3)
9. Analyze given events or experiences in U. S. history in terms of the methods used to institute change or resolve societal conflict (e.g., War of 1812, states' rights theory, Jackson's handling of the tariff controversy). (C-1B-M4)
10. Identify individual rights guaranteed by specific amendments to the U. S. Constitution. (C-1D-M3)
11. Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large. (C-1D-M3)
12. Design a timeline based on information given in a passage. (H-1A-M1)
13. Chronologically organize major events and personalities in U. S. or Louisiana history. (H-1A-M1)
14. Demonstrate an understanding of elapsed time between and within time periods. (H-1A-M1)
15. Identify, explain, or analyze the causes, effects, or impact of a given historical event (e.g., American Revolution). (H-1A-M3)
16. Explain how a given historical figure influenced or changed the course of history (e.g., Napoleon, Hitler, Washington, Edison, Alexander the Great). (H-1A-M3)
17. Analyze historical data using primary and secondary sources. (H-1A-M4)

18. Evaluate alternative courses of action in terms of their positive and negative consequences. (H-1A-M5)
19. Evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (H-1A-M5)
20. Explain President Madison's reasons for declaring war in 1812, the sectional divisions over the war, and the consequences of Native American alliance with the British. (H-1B-M9)
21. Describe the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana (e.g., Major conflicts: Battle of New Orleans, War of 1812). (H-1D-M1)
22. Describe major conflicts in context of Louisiana history (e.g., Natchez Indian wars, Civil War, Battle of New Orleans/War of 1812). (H-1D-M3)
23. Construct a timeline from given information about people, events, or ideas significant to the growth and development of Louisiana. (H-1D-M3)
24. Describe or analyze the impact of Louisiana's geographic features on historic events, settlement patterns, economic development, etc. (H-1D-M4)

Prior Knowledge/Pre-requisites

An understanding of the physical location of New Orleans and its importance in Louisiana and United States history
A basic understanding of military strategy in early United States wars
An understanding of United States and Louisiana history prior to the onset of the War of 1812

Materials/Resources

Student notebooks; student textbooks; map of Canada, the U. S. Atlantic coast, and the Gulf coast; wall map of the United States; wall map of the world c. 1812; student LEAP folders; copy of "The Star-Spangled Banner;" map of site of Battle of New Orleans; copy of the song, "The Battle of New Orleans;" copy of the poem, "The Battle of New Orleans;" student journals; copy of the United States Constitution

Teacher Preparation

The teacher should be familiar with all aspects of the War of 1812 and with the Battle of New Orleans in particular. The teacher needs a thorough knowledge of the geographic features of the New Orleans area in order impart to the students the importance of geography in the American victory in the Battle of New Orleans.

Body of the Lesson

See overview of the unit on "The War of 1812" on the following page and in individual lessons on this topic.

AMERICAN HISTORY/LOUISIANA HISTORY

THE WAR OF 1812

Objectives:

1. Students will be able to interpret and add major features to a map of Canada, the United States Atlantic coast, and the Gulf coast. (G-1A-M2)
2. Students will be able to list some of the causes of the War of 1812. (H-1B-M9)
3. Students will be able to describe the consequences of the decision by many Native Americans to ally with the British during the War of 1812. (H-1B-M9)
4. Students will be able to compare American and British performance in the war between 1812 and 1814.
5. Students will be able to trace the origins of the "Star-Spangled Banner." (H-1A-M4)
6. Students will be able to analyze the decisions of Andrew Jackson to declare martial law and raise an army in New Orleans in 1814. (C-1A-M7, C-1B-M3, C-1D-M3)
7. Students will be able to analyze the impact of Andrew Jackson on the American victory at the Battle of New Orleans. (H-1A-M4, H-1A-M5, H-1D-M1)
8. Students will be able to identify the ways in which geography influenced the American victory and British defeat at the Battle of New Orleans. (G-1B-M2)
9. Students will be able to analyze the importance of the Battle of New Orleans in light of the Treaty of Ghent. (C-1B-M4)
10. Students will be able to describe the results of the War of 1812 and its impact on Louisiana, New Orleans, and the United States. (H-1A-M5, H-1D-M1, H-1D-M3, H-1D-M4)

Content Outline:

Background of the conflict
Causes for war (H-1B-M9)
Major highlights of the war, 1812-1814

Declaration of war in 1812
American invasion of Canada,1812-1813
Native American losses in the Old Southwest Territory, 1813-1814 (H-1B-M9)

British invasions of the United States in 1814

- Invasion of the Northeast and defeat at Plattsburgh, NY
- Taking and burning of Washington, D.C., and failure at Fort McHenry
- Invasion of the Gulf Coast
- The Battle of New Orleans, January 8, 1815

    - British strategy
    - Efforts by Andrew Jackson to counter a British invasion of the Southeastern part of the United States

        - Declaration of martial law in New Orleans (C-1A-M7)
        - Formation of a volunteer army of local residents of Louisiana (C-1D-M3)

    - The British invasion of Louisiana
    - The battle for New Orleans and the lower Mississippi Valley (H-1D-M3)
    - Reasons for the American defeat of the British
    - The impact of the American victory at the Battle of New Orleans

- The Treaty of Ghent, December 24, 1814 (C-1B-M4)
- Results of the War of 1812 (H-1D-M1, H-1D-M3)
- The impact of the War of 1812 on Louisiana, New Orleans, and the United States (H-1D-M1, H-1D-M4)

Lesson 1:

Benchmarks: G-1A-M2, H-1A-M1, H-1B-M9

Lesson Outline:

Background of the conflict
Causes for war
Major highlights of the war, 1812-1814

Declaration of war in 1812

Objectives:

1. Students will be able to interpret and add major features to a map of Canada, the United States Atlantic coast, and the Gulf coast. (G-1A-M2)
2. Students will be able to list some of the causes of the War of 1812. (H-1B-M9)

Procedures:

Whole group discussion of the background of the War of 1812, its causes, and the U. S. declaration of war on Britain in 1812

Identify the following:

Terms—impressment, War Hawks
Persons—James Madison, Napoleon, Tecumseh
Places—France, England (Great Britain), Canada
Dates—1812-1815

Create a timeline of the period from 1789 to 1815—French Revolution; accession of Napoleon to power in 1799; Presidencies of George Washington, John Adams, Thomas Jefferson, and James Madison; naval war of 1798-99; the Louisiana Purchase; and declaration of war in 1812 (H-1A-M1).

Begin completing a map of Canada, the United States Atlantic coast, and the Gulf coast. (G-1A-M2)

Copy review questions into LEAP folders

Materials: Student notebooks; student textbooks; map of Canada, the U. S. Atlantic coast, and the Gulf coast; wall map of the United States; wall map of the world c. 1812; student LEAP folders

Evaluation:

Whole class review of today's lesson

Students will copy the following questions into their LEAP folders and answer them for homework:

1. Which of the following two countries **most** interfered with United States trade on the Atlantic Ocean during the period between 1798 and 1812:

   A. Spain and France
   B. Britain (England) and France
   C. France and Spain
   D. Spain and Russia

2. Which of the following was the leader of France between 1799 and 1815:

   A. George III
   B. George Washington
   C. Thomas Jefferson
   D. Napoleon

3. Which of the following was the **major** cause for the United States going to war in 1812:

   A. British interference with United States trade.
   B. French interference with United States trade.
   C. Spanish control of the Louisiana territory.
   D. Native American control of the Florida Territory.

4. Which of the following events occurred first:

   A. Napoleon came to power in France
   B. the Louisiana Purchase
   C. the French Revolution
   D. the War of 1812

5. The War of 1812 was the second major war in which the United States was involved during the first forty years of its existence. Answer the following questions concerning this war.

   a. List two causes for why the United States entered this war.
   b. For each of the two causes that you gave, give one way in which the United States might have been able to prevent war.
   c. Considering the answers that you gave in part b, could the United States take this action in 1812? Why or why not?

Lesson 2:

Benchmarks: G-1A-M2, H-1A-M1, H-1A-M4, H-1B-M9

Lesson Outline:

Major highlights of the war, 1812-1814

- **American invasion of Canada,1812-1813**
- **Native American losses in the Old Southwest Territory, 1813-1814 (H-1B-M9)**
- **British invasions of the United States in 1814**

  - **Invasion of the Northeast and defeat at Plattsburgh, NY**
  - **Taking and burning of Washington, D.C., and failure at Fort McHenry**
  - ***Invasion of the Gulf Coast***

Objectives:

1. Students will be able to describe the consequences of the decision by many Native Americans to ally with the British during the War of 1812. (H-1B-M9)
2. Students will be able to compare American and British performance in the war between 1812 and 1814.
3. Students will be able to trace the origins of the "Star-Spangled Banner." (H-1A-M4)
4. Students will be able to interpret and add major features to a map of Canada, the United States Atlantic coast, and the Gulf coast. (G-1A-M2)

Procedures:

Discuss answers to yesterday's LEAP review questions.

Whole group discussion of the American invasion of Canada, Native American defeats in the Old Southwest, and the British invasions of New England and Washington, D.C.

Go over the words of the "Star-Spangled Banner." (H-1A-M4)

Identify the following:

Terms—blockade, "Old Hickory," "Star-Spangled Banner"
Persons—Andrew Jackson, Jean Lafitte, Francis Scott Key
Places—Plattsburg (New York), Washington, D. C., Fort McHenry,
Florida, Louisiana, New Orleans

Add British invasion of Washington, D.C. to timeline of 1789-1815. (H-1A-M1)

Add Plattsburg, Washington, D.C., Fort McHenry, Florida, Louisiana, and New Orleans to map of Canada, the United States Atlantic coast, and the Gulf coast. (G-1A-M2)

Copy review questions into LEAP folders

Materials:

Student notebooks; student textbooks; map of Canada, the U. S. Atlantic coast, and the Gulf coast; wall map of the United States; copy of the "Star-Spangled Banner," student LEAP folders

Evaluation:

Whole class review of today's lesson

Students will copy the following questions into their LEAP folders and answer them for homework:

1. Which of the following areas did American troops invade in 1812-1813?
   a. Spain
   b. Florida
   c. Louisiana
   d. Canada
2. Which of the following areas in the United States were invaded by British troops in 1814 during the War of 1812?
   a. Canada, Washington, D.C., and Texas
   b. Plattsburgh, Florida, and Texas
   c. Plattsburgh, Washington, D.C., and New Orleans
   d. New Orleans, Texas, and Canada
3. Which of the following events occurred during the British attack on Fort McHenry (Maryland) in 1814?
   a. the writing of the United States Constitution
   b. the Battle of New Orleans
   c. the defeat of Napoleon by the Americans
   d. the writing of the "Star-Spangled Banner"
4. Which of the following best describes what happened to many Native Americans in the Old Southwest during the War of 1812?
   a. They allied with the British, but were defeated by American troops.
   b. They allied with the Americans, but were defeated by British troops.
   c. They won back much of their land that had been lost to Americans.
   d. They became an independent nation within the United States.

5. Neither the Americans nor the British did very well during the War of 1812. Answer the following questions concerning this war.

New England
Canada
Old Southwest
Washington, D.C.
New Orleans

   a. Place a circle around one of the areas in the box above that was invaded by the British. Place a rectangle around one area that was invaded by the Americans.
   b. Briefly describe how each side did in the two areas that you selected in part a.
   c. What most probably would have happened if the other side had been successful in the area that you circled?
   d. What most probably would have happened if the other side had been successful in the area over which you have a rectangle?

Social Studies
Geography/Civics/History
Grade 8
War of 1812

Part 2: Lessons 3, 4, & 5

Lesson 3:

Benchmarks: G-1A-M2, G-1B-M2, G-1D-M2, C-1A-M7, C-1D-M3, H-1A-M4, H-1A-M5, H-1D-M1, H-1D-M3

Lesson Outline:

The Battle of New Orleans, January 8, 1815

British strategy
Efforts by Andrew Jackson to counter a British invasion of the Southeastern part of the United States

Declaration of martial law in New Orleans (C-1A-M7)
Formation of a volunteer army of local residents of Louisiana (C-1D-M3)

The British invasion of Louisiana
The battle for New Orleans and the lower Mississippi Valley (H-1D-M3)
Reasons for the American defeat of the British (G-1B-M2, G-1D-M2)
The impact of the American victory at the Battle of New Orleans (H-1D-M1)

Objectives:

1. Students will be able to analyze the decisions of Andrew Jackson to declare martial law and raise an army in New Orleans in 1814. (C-1A-M7, C-1B-M3, C-1D-M3)
2. Students will be able to analyze the impact of Andrew Jackson on the American victory at the Battle of New Orleans. (H-1A-M4, H-1A-M5, H-1D-M1)
3. Students will be able to identify the ways in which geography influenced the American victory and British defeat at the Battle of New Orleans. (G-1B-M2)

Procedures:

Discuss answers to yesterday's LEAP review questions.

Whole group discussion of British and American strategy at the Battle of New Orleans, Jackson's actions in countering a British victory, the Battle of New Orleans, reasons for the American victory, and the impact of the American victory at New Orleans

Identify the following:

Terms—privateer, Baratarians, "Old Hickory," Battle of New Orleans, martial law
Persons—William C. C. Claiborne, Andrew Jackson, Jean Lafitte, Edward Packenham
Places—New Orleans, Mississippi River, Lake Borgne, Chalmette, Villere Plantation, Rodriguez Canal
Dates—1812-1815; January 8, 1815

Add Battle of New Orleans to timeline of 1789-1815. (H-1A-M1)

Complete map of site of Battle of New Orleans. (G-1A-M2, G-1B-M2)

Copy review questions into LEAP folders

Materials:

Student notebooks; student textbooks; map of Canada, the U. S. Atlantic coast, and the Gulf coast; map of site of Battle of New Orleans; wall map of the United States; wall map of Louisiana; copy of the United States Constitution; student LEAP folders

Evaluation:

Whole class review of today's lesson

Students will copy the following questions into their LEAP folders and answer them for homework:

1. Which of the following is a provision in the United States Constitution that allows a government leader to restrict basic rights in time of war or civil disorder?

    A. oligarchy
    B. Magna Carta
    C. martial law
    D. laissez faire

2. Which of the following was the **most** important reason why the British decided to attack New Orleans?

    A. the economic wealth present in New Orleans
    B. the presence of New Orleans on the Mississippi River
    C. the weak position of Andrew Jackson's army
    D. the aid given to the British army by the Baratarians

3. Which of the following was the **most likely** reason for the British defeat at the Battle of New Orleans?

    A. British troops were outnumbered by the American troops.
    B. American troops had better guns and supplies than the British.
    C. British troops fought against a well-trained American army.
    D. American troops were located in a better position for defense.

4. Geography played a major role in the victory of the Americans and defeat of the British at the Battle of New Orleans.

    a. List two geographic features that had a major influence on the American and British armies on the Chalmette battlefield.
    b. How did each of these geographic features contribute to the American victory or British defeat in the Battle of New Orleans?
    c. What do you think would have happened to New Orleans and the lower Mississippi River Valley if the British had won the Battle of New Orleans? Why?

Lesson 4:

Benchmarks: C-1B-M4, H-1A-M1, H-1A-M5, H-1D-M1, H-1D-M3, H-1D-M4

Lesson Outline:

The Treaty of Ghent, December 24, 1814 (C-1B-M4, H-1A-M5)
Results of the War of 1812 (H-1D-M1, H-1D-M3)
The impact of the War of 1812 on Louisiana, New Orleans, and the United States (H-1D-M1, H-1D-M4)

Objectives:

1. Students will be able to analyze the importance of the Battle of New Orleans in light of the Treaty of Ghent. (C-1B-M4)
2. Students will be able to describe the results of the War of 1812, and its impact on Louisiana, New Orleans, and the United States. (H-1A-M5, H-1D-M1, H-1D-M3, H-1D-M4)

Procedures:

Discuss answers to yesterday's LEAP review questions.

Whole group discussion of the Treaty of Ghent, the results of the War of 1812, and the impact of the war on Louisiana, New Orleans, and the United States

Identify the following:

Places—Jackson Square, status quo
Laws, treaties, etc.—Treaty of Ghent of 1814
Dates—December 24, 1814

Add Treaty of Ghent to timeline of 1789-1815 (H-1A-M1)

Students will write two journal entries, one giving an account of the Battle of New Orleans from the aspect of the Americans, and one from the aspect of the British.

Review for test tomorrow on the War of 1812.

Materials: Student notebooks; student textbooks; copy of the song, "The Battle of New Orleans;" copy of the poem, "The Battle of New Orleans;" student journals; map of Canada, the United States Atlantic coast, and the Gulf coast; map of site of the Battle of New Orleans; student LEAP folders

Evaluation:

Students will be divided into five teams and will play "War of 1812 Jeopardy." Categories will include "Leaders," "Events," "Places," and "Terminology." Each team will have two chances to give a correct answer. Two points will be awarded for a correct answer on the first try and one point on the second try. If no correct answer is given, then the question will be given to the next team, which has one chance to give a correct answer for one point. The team winning the most points in this competition will receive an appropriate reward.

Test tomorrow on the War of 1812

Lesson 5: Test on the War of 1812

Benchmarks Assessed: G-1A-M2, G-1B-M2, G-1D-M2, C-1A-M7, C-1B-M3, C-1B-M4, C-1D-M3, H-1A-M1, H-1A-M3, H-1A-M4, H-1A-M5, H-1B-M9

THE WAR OF 1812

I. **True-False**. Place a T for true statements and an **F** for false statements. (1 point each)

1. ___ There was no way in which the United States could have prevented its involvement in the War of 1812.

2. ___ As part of its strategy in the War of 1812, American troops invaded Canada, 1812-1813.

3. ___ As part of its strategy in the War of 1812, British troops invaded New England, Louisiana, and the Washington, D. C. area, 1814-1815.

4. ___ The most likely reason for the British defeat at the Battle of New Orleans was that American troops were located in a better position for defense.

5. ___ The British won the War of 1812.

6. ___ Many years after the Battle of New Orleans, the Place d'Armes area in New Orleans was renamed Claiborne Square.

II. **Multiple Choice**. Place the correct answer in the following blanks. (1 point each)

1. ___ Which of the following two countries **most** interfered with United States trade on the Atlantic Ocean during the period between 1798 and 1812:

   A. Spain and Russia
   B. Britain and Spain
   C. France and Spain
   D. Britain and France

2. ___ Which of the following events occurred **first**:

   A. the Louisiana Purchase
   B. the French Revolution
   C. the War of 1812
   D. the Battle of New Orleans

3. ___ Which of the following events occurred **last**:

   A. the signing of the Treaty of Ghent
   B. the Louisiana Purchase
   C. the Battle of New Orleans
   D. the French Revolution

4. ___ The **major** cause for the United States going to war in 1812 was:

   A. British interference with United States trade
   B. Native American control of the Florida Territory
   C. French interference with United States trade
   D. Spanish control of the Louisiana territory

5. ___ Which of the following **best** describes what happened to many Native Americans in the Old Southwest Territory during the War of 1812:

   A. They won back much of their land that had been lost to the Americans.
   B. They allied with the British during the war, but were defeated by American troops.
   C. They allied with the Americans during the war, but were defeated by British troops.
   D. They became an independent nation within the United States.

6. ___ Which of the following is a provision in the United States Constitution that allows a government leader to restrict basic rights in time of war or civil disorder:

A. laissez-faire
B. Magna Carta
C. oligarchy
D. martial law

7. ___ The "Star-Spangled Banner" was written during the British attack on:

A. Plattsburgh, New York
B. Washington, D. C.
C. New Orleans, Louisiana
D. Fort McHenry, Maryland

8. ___ Which of the following was the **most** important reason why the British decided to attack New Orleans:

A. the economic wealth present in New Orleans
B. the weak position of Andrew Jackson's army
C. the location of New Orleans on the Mississippi River
D. the presence of large numbers of Native Americans in Louisiana who were pro-British

III. **Matching**. (1 point each)

___ Leader of the Baratarian Pirates
___ Commanding general of the Americans at the Battle of New Orleans
___ Governor of Louisiana, 1812-1816
___ President of the United States, 1809-1817
___ Leader of British troops at the Battle of New Orleans
___ Leader of France, 1799-1815
___ Leader of Native Americans in the Mississippi Valley during the early 1800's
___ Author of "The Star-Spangled Banner"

A. Napoleon
B. Tecumseh
C. Edward Packenham
D. Francis Scott Key
E. William C. C. Claiborne
F. James Madison
G. Jean Lafitte
H. Andrew Jackson

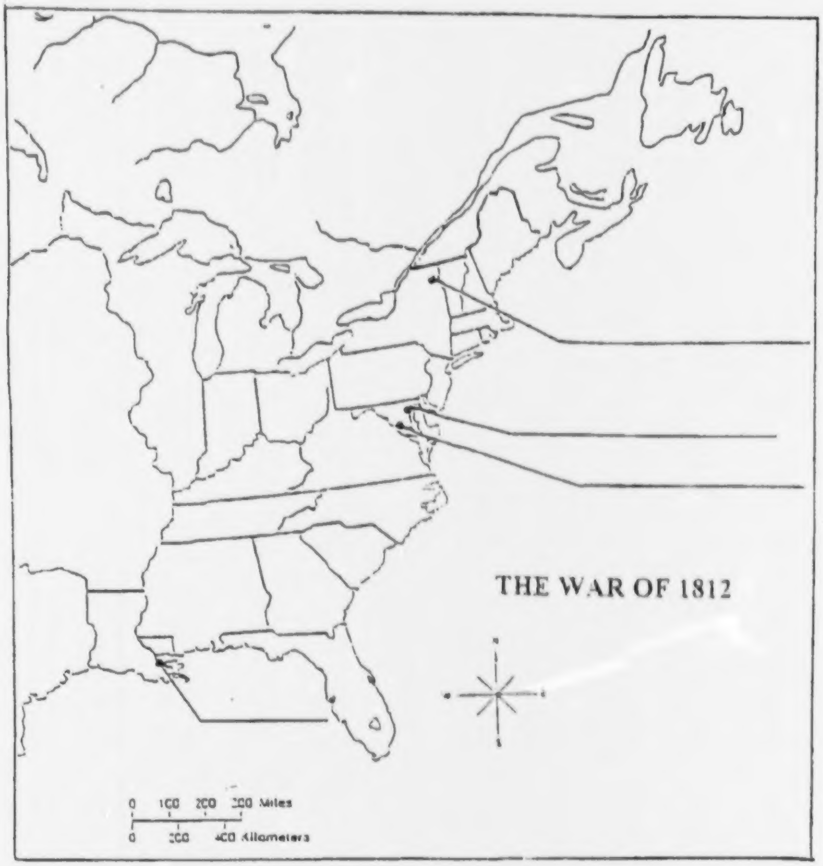
IV. **Time Line of 1785—1820**. (2 points each)

Place the letter in front of each of the following events in the blanks on the time line below.

A. Battle of New Orleans
B. Signing of the Treaty of Ghent
C. Louisiana Purchase
D. Napoleon became the leader of France
E. French Revolution
F. United States declared war on Britain

1795 1790 1795 1800 1805 1810 1815 1820

V. **Maps.** (2 points for each answer)


THE WAR OF 1812
0 100 200 300 Miles
0 200 400 Kilometers

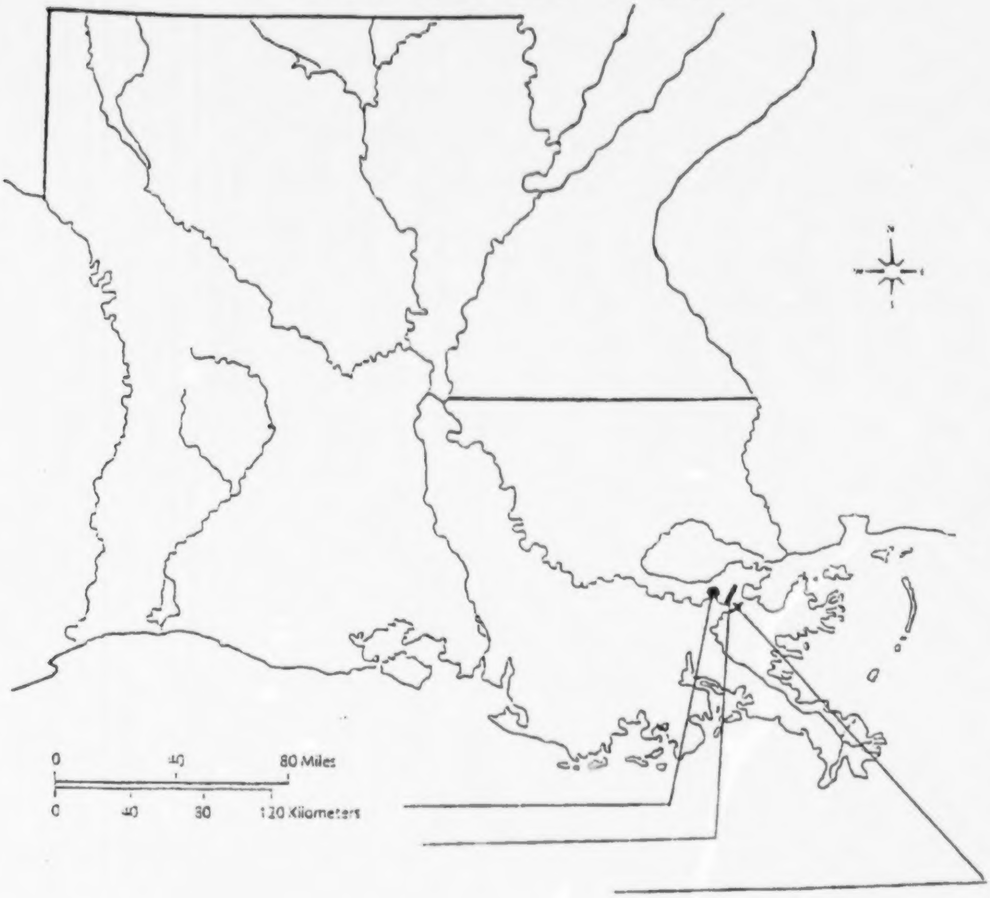
Label the following on the above map of the War of 1812: (2 points each)

Battle Sites:
- Plattsburgh
- Washington, D. C.
- Fort McHenry
- New Orleans

Battle Areas:
- Louisiana
- New England
- Spanish Florida
- Mississippi River
- Canada

BEST COPY AVAILABLE

LOUISIANA DURING THE WAR OF 1812


0
40
80 Miles
0
40
80
120 Kilometers

Label the following on the above map of Louisiana during the War of 1812: (2 points each)

Sites:
- Rodriguez Canal
- New Orleans
- Villere Plantation/Chalmette

Areas:
- Mississippi River
- Lake Borgne
- Gulf of Mexico

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VI. **Using Primary Documents**. Name the following documents that deal with events in the War of 1812. (2 points each)

____

"The eighth of January,
Before the break of day,
Our raw and hasty levies
Were brought into array.
*****
And there we stood in silence,
And waited with a frown.
To greet with bloody welcome
The bull-dogs of the Crown."

____

"And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there."

VII. **Listing**. (2 points for each answer)

1. List three reasons why the United States entered the War of 1812.

A. ____

____

B. ____

____

C. ____

____

2. List two ways in which geography influenced the American and British armies at the Battle of New Orleans.

A. ____

____

B. ____

____

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VIII. **Discussion**. Answer the following in complete sentences. (3 points for each answer)

Briefly describe how the British and Americans did at **two** of the following battle sites during the War of 1812. **Write your selections in the blanks above each question**.

- ♦ Canada
- ♦ New England
- ♦ Washington, D. C.
- ♦ New Orleans

Selection Number 1: ____________________

The British: ______________________________________

____

____

____

The Americans: ______________________________________

____

____

____

* * * * * * * * * * * *

Selection Number 2: ____________________

The British: ______________________________________

____

____

____

The Americans: ______________________________________

____

____

____

THE WAR OF 1812

ANSWER KEY

The total value of this test is 90 points.

I. True-False. (1 point each for a total of **6 points** on this section)

1. F
2. T
3. T
4. T
5. F
6. F

II. Multiple Choice. (1 point each for a total of **8 points** on this section)

1. D
2. B
3. C
4. A
5. B
6. D
7. D
8. C

III. Matching. (1 point each for a total of **8 points** on this section)

G
H
E
F
C
A
B
D

IV. Time Line of 1785—1820. (2 points each for a total of **12 points** on this section)

1795 1790 1795 1800 1805 1810 1815 1820

__C__ __A__
__F__
__D__ __E__ __B__

V. Maps.

War of 1812. (2 points for each answer for a total of **18 points** on this map)
Louisiana During the War of 1812. (2 points for each answer for a total of **12 points** on this map)

Answers are provided on attached maps.

VI. Using Primary Documents. (2 points each for a total of **4 points** on this section)

"The Battle of New Orleans"

"The Star-Spangled Banner"

VII. Listing. (2 points for each answer for a total of **10 points** on this section)

1. List three reasons why the United States entered the War of 1812.

   Possible answers:

   British interference with American trade on the Atlantic
   British violation of American neutrality during the Napoleonic Wars
   British impressment of American sailors
   British incitement of Native Americans in U. S. territory
   The influence of the War Hawks on U. S. foreign policy after 1810
   Strong nationalist feelings in America in the early 1800's

2. List two ways in which geography influenced the American and British armies at the Battle of New Orleans.

   Possible answers, but not limited to these only:

   Poorly drawn and available maps of Louisiana hampered British efforts.
   Locals from the New Orleans area had a distinct home advantage.
   The presence of numerous bayous and other waterways helped the British to move toward New Orleans largely undetected.
   The presence of numerous waterways gave the Americans the opportunity to meet the British at a place of their own choosing.
   The flat, marshy battleground in Chalmette hampered British efforts to march in European formation.
   The terrain of the battleground assisted the Americans in putting up a strong defense against the advancing British troops.
   The location of New Orleans on the Mississippi River and below sea level made it nearly impossible to defend the city itself against a frontal assault.
   The location of New Orleans made it imperative that the defense take place at a location below the city to insure its success.
   The presence of numerous waterways surrounding the city made it easier for the British to advance on the city by boat.

VIII. Discussion. (3 points for each answer, for a total of **12 points** on this section)

Possible answers by topics selected:

Canada

The British: The British lost pieces of territory in Canada, but maintained control of Montreal and the fortress of Quebec, and were never in serious jeopardy of losing Canada to the Americans. The Canadian people rallied to the British cause and never seriously considered supporting the Americans or becoming part of the U. S.

The Americans: The Americans made several half-hearted attempts to take control of Canada in 1812-13, but were unable to lead a determined attack that resulted in significant gains of Canadian territory or a decisive battle on Canadian soil. However, the Americans were able to seize and burn the provincial capital of York in 1813. American troops were poorly trained, armed, and led in attacks on Canada.

New England

The British: British troops launched an attack from Canada into New England in 1814, and were halted by American troops at Plattsburgh, NY. British ships were halted by the Americans on Lake Champlain, resulting in the decision of the British to end their attack on New England.

The Americans: The Americans halted British troops at Plattsburgh, NY, and a British naval detachment on Lake Champlain, convincing the British to end their New England campaign. The attack on northern New England, as well as the British blockade along the Atlantic coastline of the U. S., encouraged a movement by New England Federalists to try to leave the Union if the war was continued.

Washington, D. C.

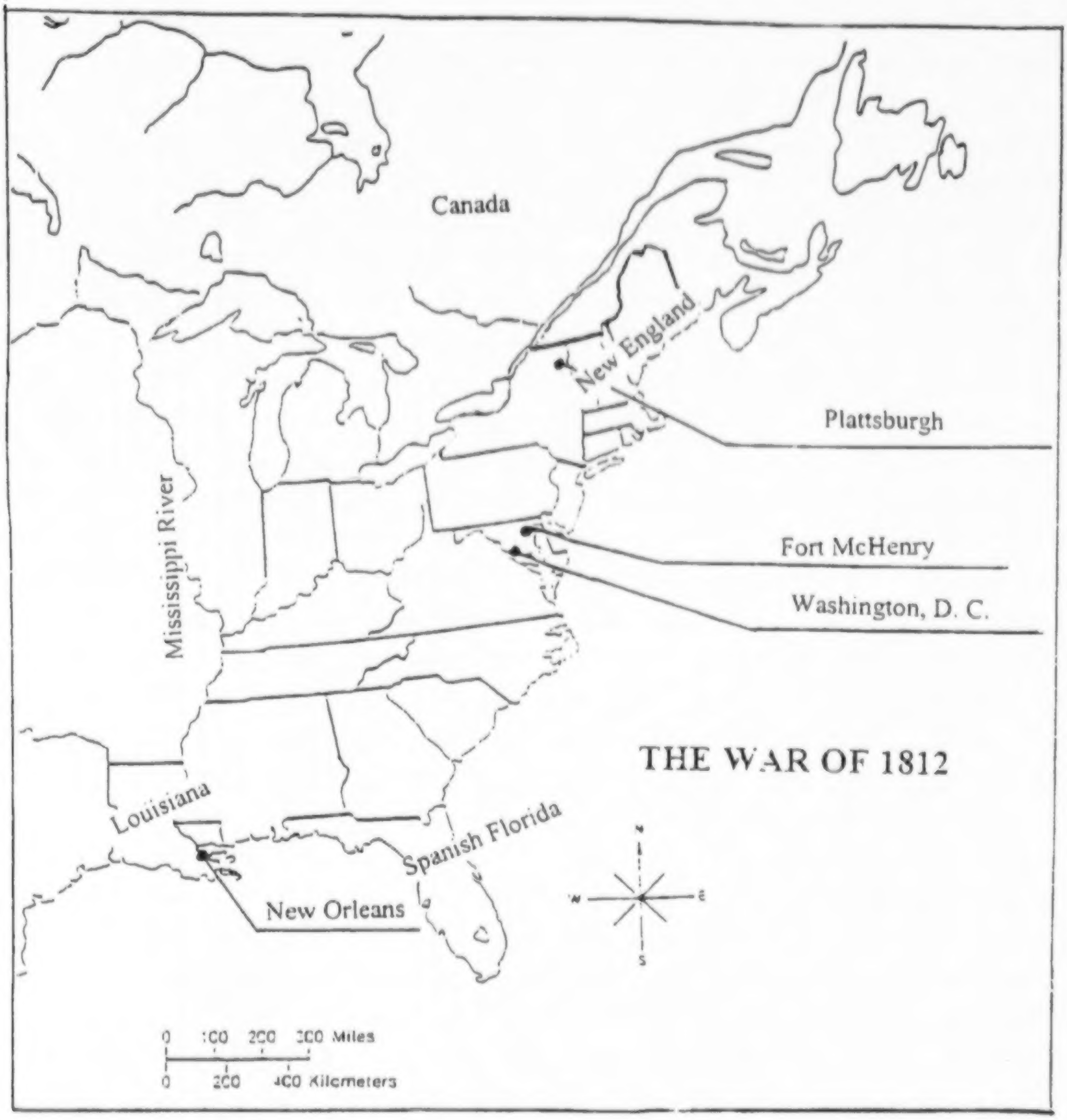
The British: British ships landed troops in Maryland, where they defeated a defending American army at Bladensburg, MD, seized Washington, D.C., and burned several government buildings. They then marched on Fort McHenry near Baltimore, where they launched a rocket attack against the fort that resulted in Francis Scott Key's writing of "The Star-Spangled Banner." British troops reboarded their ships and sailed away following their failure to reduce Fort McHenry.

The Americans: The Americans were decisively defeated at Bladensburg and fled before the British army, leaving Washington, D.C. undefended. The city was seized by the British and several public buildings were burned, including the White House. However, Americans successfully defended Fort McHenry, convincing the British to spare Baltimore and to withdraw from the Chesapeake Bay area.

New Orleans.

The British: British ships sailed from the Gulf of Mexico through Lake Borgne and landed troops at the Villere Plantation in Chalmette, south of New Orleans. After several days of trying to dislodge Americans behind their fortifications in Chalmette, the British launched a frontal attack against American lines and were decisively defeated on January 8, 1815. This British defeat came two weeks following the signing of the Treaty of Ghent, ending the War of 1812.

The Americans: New Orleans was defended at Chalmette below the city by a coalition of American volunteer troops, Native Americans, white and African American Louisianians, and Baratarian pirates under the command of Andrew Jackson. On January 8, 1815, this force decisively defeated the British troops advancing on them, resulting in over 2,000 British casualties, including the death of their commander, Sir Edward Packenham.


Canada
New England
Plattsburgh
Fort McHenry
Washington, D. C.
Mississippi River
THE WAR OF 1812
Louisiana
Spanish Florida
New Orleans
N
W
E
S
0 100 200 300 Miles
0 200 400 Kilometers

V. **Maps.** (2 points for each answer)

Label the following on the above map of the War of 1812: (2 points each)

Battle Sites:

Plattsburgh
Washington, D. C.
Fort McHenry
New Orleans

Battle Areas:

Louisiana
New England
Spanish Florida
Mississippi River
Canada

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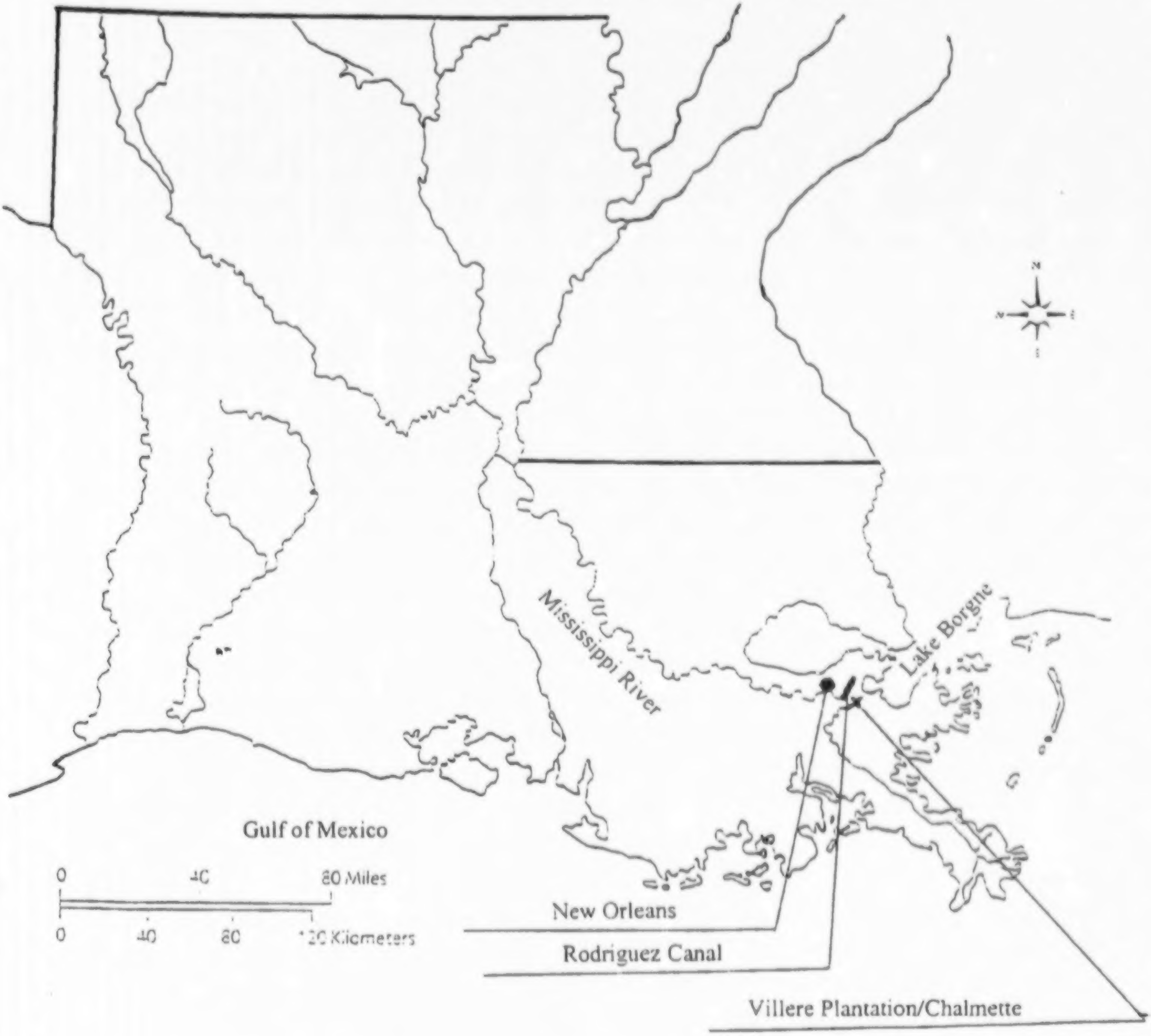
LOUISIANA DURING THE WAR OF 1812



Lake Borgne
Mississippi River
Gulf of Mexico
0
40
80 Miles
0
40
80
120 Kilometers
New Orleans
Rodriguez Canal
Villere Plantation/Chalmette
N

Label the following on the above map of Louisiana during the War of 1812:

Sites:
- Rodriguez Canal
- New Orleans
- Villere Plantation/Chalmette

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Areas:
- Mississippi River
- Lake Borgne
- Gulf of Mexico

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